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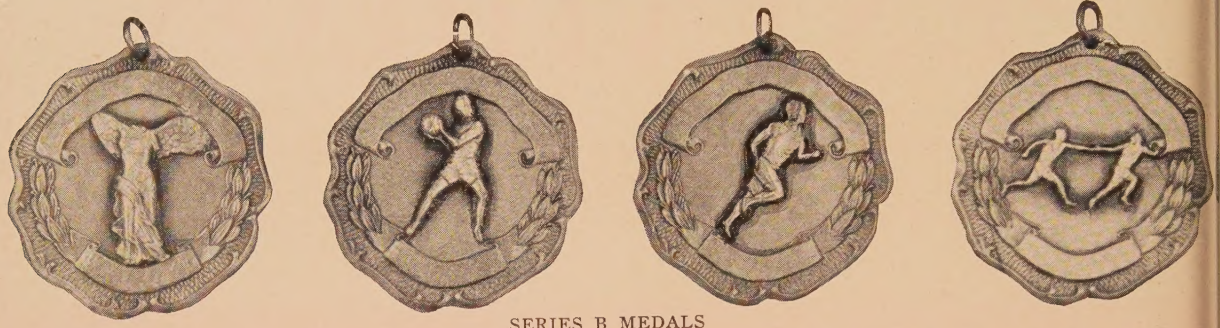

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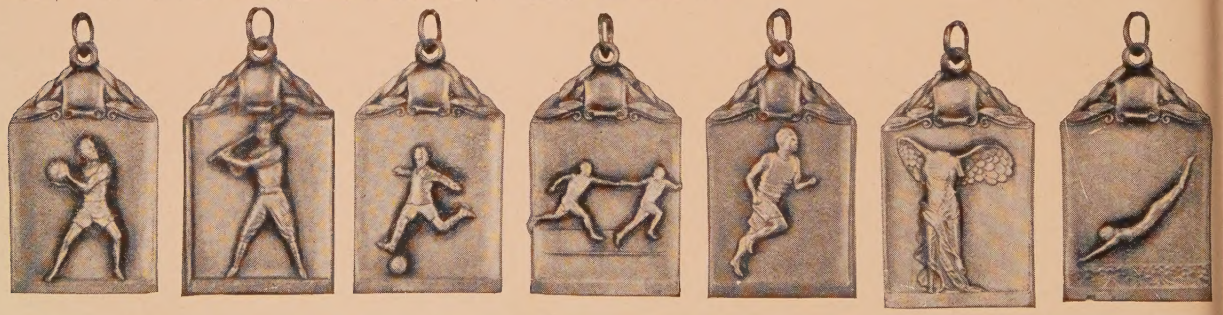

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The PENTATHLON

ELMER D. MITCHELL, Editor

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The Middle West Society of Physical Education

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Plato on Physical Education

JEAN E. CHRYSSAFIS

Director of the Division of Physical Education, Ministry of Public Instruction, Athens, Greece

The Education of citizens is one of the first and most essential cares of the statesman. The homogeneous education of all the citizens. Directions for exercise. Education of the soul (music) and of the body (gymnastics). The natural games of children. The final aim of education.

ACCORDING to Plato, the statesman should always begin his work for the public good by taking care of the youth of the City and by doing his utmost to have this youth become, as much as possible, the best (Euthyphro I, 4, 1). The educator is truly wise who knows the manner in which youth is corrupted, as well as the persons who lead him into corruption. Consequently, the principal duty of the legislator is to furnish the future young citizens of both sexes, from their very birth, the nurture and education which is befitting them (Laws, VII, 1) in a manner homogeneous and applicable to all. Never should the education of children be left to personal taste alone or to the choice of parents. The pedagogy of the home is only a mass of little details and of individual conceptions which cannot be generalized, though they are very easily adapted to the pleasures and sorrows as well as the desires and whims of both children and parents. They always end by forming heterogeneous habits among the citizens. At the same time the laws already in force suffer when these family customs lead the citizens into a path other than that which the legislator has traced.

The Discobolus (Myron)

Greek Running Girl

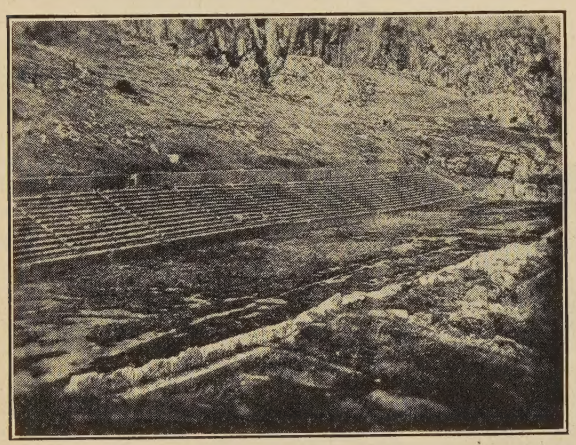
Directions for Exercise

Healthy and strong constitutions are the general rule in earliest childhood. Yet when the time of education arrives and the organism has not been previously subjected to a training that is physical, rational, and continuous, all kinds of ills are seen arising in the bodies thus neglected. The human being has need of activity not only after birth but even during prenatal life (Laws, VII, a). The great necessity of movement for the body and the soul of little ones, which parents should offer them during the day and at times even during the night, is apparent and is demanded from the very beginning of life. Every person who possesses a certain degree of observation and conception knows that all living beings derive great advantage from every kind of activity. On the one hand, there is the voluntary and active movement which is produced by their own will; on the other hand, that which is executed by means of every kind of apparatus that induces a to-and-fro motion—a small boat, or even a horse, indeed even the wholly passive movement that occurs when a living being is transported by another person. There is not a single mother or nurse who d o e s not know through her own experience that movement is the best means to calm the nursling and even to put it to sleep. For that reason, they cradle the infants very gently in their arms; and, instead of keeping silent, they always sing some little melody while rocking them. By this fact, nature shows us very clearly that early life is very familiarly and intimately bound up with music and gymnastics.

Activity is thus a salutary need for the

Editor's Note: Dr. Chryssafis gives references to a Greek edition of Plato's works, but English readers can verify the references fairly easily by consulting the standard Jowett translation.

two halves of the human being: body and soul. All mankind should take advantage of it, but childhood above all has need of uninterrupted bodily activity (Laws, VII, 2). It is for this reason that childhood is endowed by nature with an irresistible impulse toward every kind of movement. Never can it remain motionless; on the contrary, it does all that it can to be ever in motion. The body and the mouth of little children cannot long remain inactive. Every young living thing, child or beast, is ever in movement: sometimes jumping or running as if he were



Ruins of Stadium at Delphi

dancing, with a pleasure peculiar to childhood; at other times playing or uttering all kinds of cries (Laws, II, 1).

Importance of Movement

Movement is the supreme good of the body and of the soul. The senses are common movements of the body and of the soul.

Plato attaches great importance to movement, not only during childhood and adolescence, nor even for the sole purpose of the bodily amelioration of the one who does it, but for the complete development of the whole human being. He considers movement the principal cause and the generative force of life (Theaetetus, VIII). It is through activity that we gain cognizance of existence and of creation, while inertia gives us the feeling of chaos and death. Lack of activity destroys the good condition of every human being, while movement and methodical physical exercise save it and preserve it. One may say the same thing for the soul. Study and intellectual work in general are really activities of the soul, and it is for this reason that the soul becomes better when it gives itself over to studies. On the other hand, through intellectual inertia—which is nothing but a privation of movement—the soul is condemned to non-development. Consequently, the common good of the body and of the soul is activity, and that may be said not only for human beings but also for the entire universe (Theaetetus, IX).

Two Phases of Rational Education

Rational education and its two principal parts: music, the education of the soul; and gymnastics, the education of the body.

Rational education is the name Plato gives to the sum of all educational means which, arranged in a manner tending directly to the public good, seeks the harmonious perfection of the body and the soul. This system of education is divided into two principal branches: the education of the body and the education of the soul (Republ. II, 17). It is, moreover, only when one has succeeded in arranging well these two constituent elements of integral education and putting them into action in a harmonious fashion, that one may be sure of the safety of the City (Laws, II, i).

On the basis that the teaching of words and tales — related to children by mothers and nurses—naturally precedes the methodic culture of the body, it is actually stated that the education of the soul precedes that of the body (Republ. II, 17). This citation has made several commentators deduce the argument that Plato gave preference to the mind, and that he put the body in the second rank. He himself, however, explains the matter very clearly in the following interpretation. In the education of the tenderest youth, the childish tales and stories precede the systematic exercise of the body. Inasmuch as Plato always attaches great significance to the good choice of every educational means, he makes the added statement that the most important part of all work is its beginning, especially when concerned with childhood, since only during this period is there created and formed the type into which we would mould each child.

In beginning the physical education of childhood, we must not specialize in any kind of exercise at random, but we must offer that physical activity which is necessary to the age. We must do this by means of childish games and especially by those natural games which children themselves invent when they come together (Laws, VIII, 4). It is through games that we try to better their daily customs and habits. Up to the age of six years

we may have the children of both sexes play together. After this age, however, we must separate them and begin the education that is peculiar to each sex.

Plato, like all the other thinkers of Greece, never separates the two branches of the education of man; nor does he at any time place the education of the body on a lower plane than that of the soul. On the contrary, he always presents them as two inseparable parts of rational education which should begin at earliest youth and continue throughout life (Republ. III, 13). According to Plato, the legislator who inaugurated the harmonious education of the citizens and claimed music and gymnastics as the only educational means, did very well (Crito, XII). It is not worth the trouble to live with an ugly and sickly body, or even with such a soul (Crito, VIII), inasmuch as every educated man has as his final purpose, not only to live but above all to live well. It is thus of paramount necessity that each citizen be continually watched and developed from earliest youth to the end of life. This harmonious education, stable and continuous, will make citizens more symmetrical and more co-ordinated from the point of view of the entirety of the body and of the soul, and consequently more fitted to think and to act at the same time. The whole life of man needs symmetry and co-ordination (Protagoras, XV). By these very simple, but incontestably true, reasonings, which are scattered throughout his works, Plato develops and sustains the same conception of the aim of education that all Greeks had had from the time of Homer. Indeed, that poet himself bequeathed it to us in the formula of two verses: Education should make young men capable of expressing their thoughts well and of becoming at the same time men of action (Iliad, X, 442).

Upon examining the human being in its entirety, Plato does not wish to champion the positivist principle of his time, that the soul is a harmony of the whole constitution and the physical life. He admits, however, the great influence which the body and all that takes place in it, exercises on the soul. He considers the body a mortal bearer of a divine and immortal soul (Timaeus, XXXI), to which nature has ordained work and subjection, while the soul is destined to govern and reign over the whole human being (Phaedo, XXVIII), just as Divinity is destined to reign and to govern while mortal beings have to submit to it and to work. Just as the body is bettered by means of hygienic habits and wastes away through all that is unhealthy, so does the soul become better by justice and completely corrupted by injustice. Justice is the health of the soul, while injustice is only the sickly state thereof (Crito, VIII).

In truth, Plato admits that the soul undergoes the influence of what takes place in the body (Timaeus, XLI). Many people, he says, are considered evil and therefore reproached when they are simply sick people. There is no man who becomes voluntarily bad. At times a defective constitution makes people bad; at other times, bad diet or vicious training (Timaeus the Locrian, XV-XVI).

Finish of the Shield Race

In order that one may attain a perfect state of health (Euexia), the body must possess the appropriate attributes. These attributes are: health, the keenness of all the senses, strength, and beauty. With regard to the last, it always begins with the symmetry of the body in its own parts plus the soul, for we must grant that nature has fashioned the human being as if it were a musical instrument, having put it in perfect harmony and having completely subjected it to every contingency and every need of life.

The soul, however, must also be in harmony with the analogous attributes: that is to say, wisdom, which is for the soul what health is for the body; prudence, which corresponds with the sharpness of the senses; bravery, which is the strength of the soul; and justice, which is its beauty. The germ of all these attributes, says Plato, is already planted by nature in every human being. But their progressive development and final perfection are obtained only by means of a complete and harmonious education of the body and of the soul, comprising gymnastics and medicine for the body, study and philos-

ophy for the soul. In fact, exercise and physical effort, simplicity of diet and at times medicines for the body, reproofs and punishments for the soul, are merely forces which feed and nourish the bodies and the souls by ever urging them on toward actions which devolve upon them. Physical training and medicine (which is so closely bound to it) take care of bodily betterment. Similarly, intellectual education and philosophy (which directs it) accustom the psychic forces to follow the most rational course (Timaeus the Locrian, XVII).

Instruction, music, and gymnastics form together a perfect education of virtues (Cleitophon, II). The man who desires to be completely trained should cultivate equally all these branches of integral education and not busy himself exclusively with a single one; for the human whole becomes lame when man becomes interested exclusively in his body, and by giving himself over to all kinds of exercises neglects every opportunity to learn, to educate himself, and to cultivate his thought. But he is none the less lame when he does the contrary, and, taking no care of his physical training, occupies himself only with his intellectual education (Republ. VII, 15).

This theory which reveals to us Plato's educational ideal in the clearest and most precise way, is repeated in most of the philosopher's works; indeed, it is given every time that he finds an opportunity to speak of it. In Gorgias he explains the close relations which exist between the arts which are concerned with the perfecting of the human body and of the soul. There are only two arts to which the training of these two parts of the human being should be entrusted (Gorgias, XIX). The one busies itself with the soul and is called politics by Plato; as for the other, which has for its object the body, he confesses that he has not succeeded in finding an appropriate name for it. He only tells us that it is composed of two parts, gymnastics and medicine, corresponding to the two subdivisions of politics—legislation and justice. In fact, legislation and gymnastics, acting as prophylactic agents, try by means of diet and laws to preserve the body and the soul from many diseases and vices; while medicine and justice treat and punish diseases and vices after their appearance.

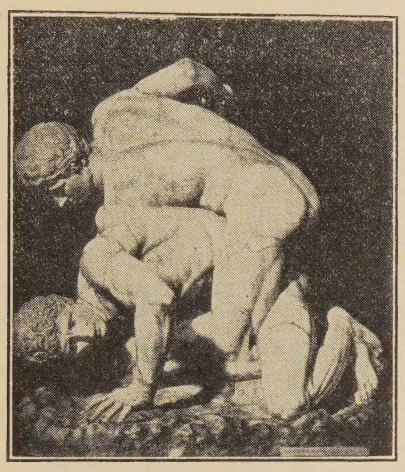
Plato says (Sophist, XV) that the body presents only two evil states, disease and ugliness (that is, excess, which is always ugly). And, in order to treat these two ills, two arts have been created: gymnastics for ugliness and medicine for disease (Sophist, IV). Health, which is the fundamental element of well-being (euexia), is considered by Plato a bodily good (Lysis, XV). It is the same for beauty and all the other bodily attributes (Euthydemus, VIII). But health is the greatest of all these attributes, strength and beauty being only consequences and results of health (Philebus, XIII). Granted that all these good qualities are obtained by gymnastics, then the love of physical exercise (philogymnasteia=amateurism) is also an attribute (Anterastus, II). Just as the learned man who heaps up in his brain masses of knowledge, differs from the true philosopher, so does excessive exercise differ from philogymnasteia. It is not the excessive muscular effort which creates the good condition of the body, but the moderate exercise. But even if the training of the body is subject to all these rules, it would never be able to influence the human entity if it were not completed by the intellectual and psychic training: bodily perfectioning must go hand in hand with that of the soul (Cleitophon, III).

The symmetry of the education of body and soul is a point that we cannot insist upon too much, if we wish to preserve the Platonic concept of complete education: i. e. justice and beauty. For that reason, we must give further consideration to this symmetry which is so difficult to attain because it alone forms the supreme aim of all education. Among all the disproportions that may be observed in life, there is no other as striking as that which exists between the body and soul of one and the same person, and this disproportion is noticed not only when a strong and great soul lives in a weak and little body; but also when a large, imposing, and beautiful body incloses a weak and little soul. To do away with this disease and evil, there is only a single remedy for both phases: not to be occupied exclusively with the soul by totally neglecting the body; or, not to abandon the education of the soul by being too careful of the physique. One should, on the contrary, exercise both in perfect harmony. (Timaeus, XLII).

The Divinity has offered men two arts, music and gymnastics, which deal with the two parts that make up the complete man. These two arts are coordinates of the supreme aim of beauty and goodness, united in an inseparable whole (Kalogatheia), toward which the total education of every man must aim. But music and gymnastics have

not been offered, as is so often supposed, the one for the perfection of the soul alone, the other for the body alone. Both have in mind the improvement of the soul. Thus the development of moral strength, not the excessive cultivation of muscular power, is the principal aim of physical education. (Republic III, 18).

The citizens who devote themselves to exercises excessively and neglect their soul training, become savages; while the others who exclusively cultivate music become ef-



The Wrestlers

feminate. The harmonious soul is courageous without being ferocious; and gentle without being soft.

Unfortunately, alongside of the true sciences and arts which improve the body and the soul of man, flattery ranges itself—an evil art (Cacotechnia) which does not worry at all about the good but hunts fools and deceives them by means of temporary pleasures. In this way, it often succeeds in playing a great role and displacing the true means of education. Indeed, the culinary art does all that it can to steal into the domain of medicine, and by means of cure-alls and of potions, it attracts light and credulous minds, although it does not know the nature nor the correct uses of the doses which it offers. In the same way the art of hair-dressing—a false trade, deceptive, dishonest, and servile—tries by means of colors, paints, attentions to the skin, and all kinds of clothes, to vie with true gymnastics. It also deceives the fools who know no better; and in the end it makes them prefer this borrowed beauty to real beauty which good gymnastics alone can bring to the body.

The wrong that these false trades do to gymnastics is increased by a third malpractice, that of the baths, which by despicable means purifies the exterior of the body, whereas gymnastics and medicine purify its interior (Sophist, XIV). The man who always practices a method that is a flattery and not a serious education will finally outline an evil path for the cultivation of his body (Gorgias LVI). All those who follow such a man's example will become effeminate beings. They will be delicately built, enemies of the pure sun and seekers of the cool shade, strangers to manly exercises or the sweat of toil (which bodily exercise causes to run), and accustomed only to a luxurious diet unworthy of a man, bearing colors and ornaments instead of the hues of health, and doing all that people of such a type like to do (Phaedrus, XVI).

The perfect harmony of all these principles which are found scattered in the different writings of Plato, explains and justifies the admirable definition of the final aim of physical education which we note in Protagoras (XV). It says: We send young men "to the master of gymnastics in order that their bodies may better minister to the virtuous mind, and that they may not be compelled through bodily weakness to play the coward in war or on any other occasion." This gives us one more proof of the Platonic

Hoplites Racing in Armor

concept of the influence of the body on the soul. Moreover, it is the definition which has inspired the Swede, Ling, the founder of the scientific gymnastic system which bears his name; and it has enabled him to state the aim of pedagogical as well as military gymnastics. In fact, according to Ling (Gymnastikens allmanna grunder, p. 481), the aim of pedagogical gymnastics is the subjection of the body of him who exercises to his own will; and the aim of military gymnastics is to subject the will of another person to his own will, by external means—by the employment of arms or of muscular strength.

If we now examine the method that physical education of children and young men should follow, we note that Plato rejects the regimen of the professional athletes and calls it "somnolent and harmful for the health" (Republ. III, 13). Athletes who train for the great games and festivals have divided their life between special training and complete rest. When they are not in training they spend all the rest of their lives in bed. They have no other trade and do no work. If they are forced at any time to change this regimen, howsoever little, they immediately fall sick. Yet the City has no need of such athletes. It desires, on the contrary, to produce athletes for the greatest sport that exists, that is to say, for war. But these athletes of war, the defensive citizens of the country, do not need so gross a training as that which wrestlers or pugilists follow. The warrior athlete should be able to resist the long, sleepless nights, the changes of temperature, the privations of a long campaign, and all kinds of fatigue. He should be able to do all this without any immediate danger to his health and without any after effects. The gymnastic training which aims for military preparation must be simple and temperate.

The practice of athletics as a profession, says Plato, surpasses the limits of educational gymnastics; and every training of the body which surpasses its educational aim is superfluous and harmful, for it cannot be adapted to any military or civil trade. What is still worse, this super-culture of the body harms every kind of intellectual training. (Republ. III, 15). Every exercise and every system of training should have as its aim the strengthening of the moral fiber and not merely the muscular development which professional athletes so passionately seek by means of special training, forced diet, and muscular efforts pushed to the extreme.

The respect for the fundamental principles of rational physical training should early be cultivated in young men, for the infraction of the law easily slips into the customs of youth. In the beginning this is done on the pretext of play, and it does not seem to be harmful. Yet, little by little, after having been slowly established, it gradually penetrates into daily customs and habits (Republ. IV, 4). It is for this reason that children should devote themselves to regulated games in order to be accustomed to submit to the Law. The child who plays well also learns loyalty, for good habits lead to the acquisition of virtue, while bad ones urge us on toward vice.

The whole gymnastic teaching is divided by Plato into two parts; orchesis (dancing) and wrestling (Laws, VIII, 6). These two words are only collective terms. Orchesis, or dancing, comprises all that we today call free exercises (calisthenics) in the all-inclusive sense. Wrestling, on the contrary, comprises all the athletic tests of this period. In other words, by the word orchesis, Plato understands what we today call educational or pedagogic gymnastics; by the word wrestling, what we call athletic sports. Consequently, he divides physical education into two quite distinct parts: systematic gymnastics, which comprises all exercises that the body can execute alone without an opponent; and the palestral or agonistic exercise, which comprises all kinds of tests and athletic training.

Plato subdivides dancing into two parts. One phase "imitates the words of the Muse by maintaining at the same time splendor and liberty"; that is to say, it is an art analogous to the plastic dancing of today, which by a well studied and executed mimicry ex-

The Pancratium

presses what is declaimed, sung, or played by the orchestra. The other subdivision of dancing exists for the purpose of obtaining the well-being and the beauty of all the parts of the body, rather than to offer a beautiful spectacle to the by-standers. The movement which is executed for such a purpose must

follow certain fundamental rules of rational gymnastics. It must first of all give the necessary flexion and extension to each member and to each part of the body, as well as a perfect gracefulness (eurythmia) to each particular movement. This eurythmia, moreover, should be spread throughout the whole series of movements which constitute the total exercise (Laws, VII, 6). In short, every orchestic movement (dance movement) is classed by Plato as having educational significance.

As for agonistics, it should be subjected to certain rules so that it may in its turn serve the common ideal of the acquisition of excellence by the entire body. Plato is of the opinion that all subtleties of the art of wrestling—which are invented for the purpose of useless quarreling, like pugilism—are not worthy of being included in the discussion. He makes an exception of upright wrestling and of all struggles which take place while standing, such as tricks of the head, of the arms, and of the hips; but he imposes the condition that they be executed with rapidity, in a beautiful and plastic manner, and for the purpose of increasing health and physical strength, and not to form wrestlers for meets (Laws, VII, 6).

Here we have been told that rational gymnastics should give the necessary flexion and extension to all parts and members of the body; that is to say, should put into regulated movement the whole musculatory system and balance the work of the flectional muscles and of the extensors, and in this way assure not only the complete development of the muscles but also beauty and the external form of the body. In addition to this physiological observation, Plato, in another chapter of his Republic (VII, 6), gives us as another aim the regulating of assimilation and dissimilation (metabolism), and of establishing the physiological symmetry of these two great functions of organic life on which depend health, strength, and all other physical attributes.

These fundamental rules of rational gymnastics, of which the physiological aptness is undoubted, are completed by many other details of the application of educational gymnastics. Plato recommends first of all the symmetric exercises of the two parts of the body—right and left—and expresses great astonishment over the difference which exists between the right part and the left part of the body, especially the right and the left hand, while the feet present almost no difference (Laws, VII, 5). This difference of agility and dexterity which exists between the right and left hands is due to the foolishness of mothers and nurses, thanks to which we have become one-armed. It is obvious that the exercise and unilateral use of our members have been bereft of the symmetry and dexterity with which Nature had endowed them. When it is a question of light work—for example, when someone holds the

The Pentathlon

lyre with the left hand and plays it with the right—the result is not so great; but when the objects to be carried are heavier and the movements to be executed are more intense, then the results are very serious. A striking example is the use of arms of war, bows, javelins, etc. It is just such evil results that the martial regulation of the Scythians desires to avoid; and, instead of determining (as the Athenian rule has done) that the bow must be held with the left hand and the arrow adjusted with the right hand, it orders the equal exercise of the two hands for this double work. In short, everything that weakens the left side of the body, in order to give the right side a greater strength and dexterity, follows an evil and unnatural path.

This inequality of the repartition (distribution) of muscular work becomes very great during attacks and armed struggle, where one very easily distinguishes the one who has been well trained from the one who has received a bad or insufficient training. The great champions of wrestling, boxing,

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Common Complaints of Parents and Their Prevention

EDGAR W. EVERTS
Director of Physical and Health Education, State Department of Education, Minnesota

THE association of physical education teachers with pupils in the gymnasium, on the playground, and in the locker rooms is most intimate. This fact plus several well-known prejudices regarding physical education makes teachers in this field most convenient targets for those with plain and fancy grievances.

There are three general sources of common complaints on the part of parents: (1) situations directly concerned with the organization and teaching of classes; (2) situations arising as the result of after-school physical education activities, such as inter-scholastic athletics, intra-school athletics and general recreative programs; (3) personal relations of the teacher in the community.

A few illustrations under these general headings may be of value in helping to avoid some of the bumps.

Criticisms Resulting from the Teaching of Classes

1. Lack of interest in the general welfare of all pupils.

   This criticism is generally leveled at the coach-minded type of physical education teacher. This problem has arisen most often from the practice in a good many places of hiring a physical education teacher for boys and narrowing his efforts too much by giving the impression that his major duty is to produce a winning team. Sometimes even those well-trained in physical education have transferred nearly all their energy to this phase of the program.

   As a result of this shift in emphasis, the regular physical education program has often been allowed to degenerate into a sort of free play period with liberty for no one and license for all. It is little wonder that thoughtful parents have reacted against this sort of training under the respectable name of physical education. Parents are rapidly becoming more critical of the coaching type of physical education. They are unable to see why a few should derive the major benefits of a program intended for the benefit of all.

   While the solution of this problem does not lie wholly within our own field, nevertheless we have the means of remedying things to a large extent. Those who are coaching high school athletics should realize that the careful organization of the regular physical education program is a most potent ace in the hole. Particularly is this true during lean years when a certain element of the body politic is sure to be crying for the scalp of the coach.

2. Poor judgment in handling certain teaching situations.

   A superintendent recently stated that so-and-so was a splendid teacher of gymnastics but he evidently thought that the play program needed little attention. This comment came as a result of complaints from a number of parents that their children were catching cold after attending physical education classes.

   The classes in question were visited by the superintendent. They were being held out of doors on a rather crisp day late in the fall. He noted that a splendid workout was given in the gymnastic exercises. Then, instead of moving along rapidly to games, the instructor paused to go through the laborious process of having the children choose sides for a team game. The pupils, meanwhile, were standing around in gymnasium suits. Then the game that was selected brought only a part of the boys into action at once. This poor organization of the pupils for participation plus the wrong selection of a game activity for the season was responsible for the trouble.

   Another superintendent reports that a teacher became quite agitated because a number of pupils failed to appear in approved gymnasium attire. It appears that the parents were too poor to furnish proper suits. The teacher made so many humiliating remarks before the class that several mothers appeared at the superintendent's office to protest. While we all

like to see our classes looking at their best, it must be remembered that certain requirements may work a real hardship on some parents as well as the pupils. A little understanding on the part of the instructor in this case might have resulted in securing the outfitting of these pupils through philanthropic agencies.

A complaint of considerable swearing in the locker rooms was reported in one place. It so happened that due to a peculiarity of the building, the teacher's office was not closely connected with the locker rooms. Therefore, unless some emergency came up it was seldom visited. The teacher also felt that close supervision of the locker room was not essential. But this complaint brought about a set of definite rules for controlling conduct in the locker room. There is a very pertinent note of warning here. That is, we may find the very desirable result we are trying to bring about in our physical education classes being undone under another situation unless we exercise care.

Criticisms Resulting from the After-school Physical Education Program

1. Program of extra-curricular activities too heavy.

   The after-school intramural program of games and sports often comes in for censure because of ill-advised scheduling of activities. For example, parents object to basketball leagues that keep the pupils away from home too many evenings.

   Encouraging pupils to participate in too many after-school activities is another frequent cause of complaint. A very good intramural program in one city came under fire as a result of the physical breakdown of several pupils. Whether or not this was actually due to excessive activity in our field is questionable. But the point of attack was that there were no standards of physical fitness set up as a basis for participation in the intramural program. This left the instructor with no comeback.

2. Poor judgment in handling interscholastic athletic teams.

   Aside from the customary criticisms of bleacher coaches, there are some more serious complaints of parents that are well deserved because, in the effort to develop winning teams, good judgment in handling pupils is often thrown to the winds.

   The keeping of pupils out for practice so late that it interferes with the family supper hour may be borne with patience for a while, but it is sure to cause a clash sooner or later.

   The lax supervision sometimes given pupils on trips is another common cause of complaint. It should be kept in mind by the instructor who takes pupils away on trips that he is acting in lieu of the parent.

   The holding of evening practice is another practice that must be watched or it will bring a great deal of condemnation.

   With a little care the aforementioned grievances incidental to the coaching of athletic teams can be avoided. Careful planning of the time devoted to practices and the realization that athletics are only one of many worth while activities of the school are necessary.

Criticisms Arising from the Personal Relations of the Teacher with the Community

1. Lack of participation in general school and community affairs.

   In some cases, at least, this has been a legitimate ground for complaint. Certainly we as physical education teachers should feel a certain measure of responsibility for participation in other worthwhile school and community activities. Interest evidenced in such school activities as music, debate, and art; participation in faculty discussions and various community organizations—these are a sure means of making ourselves felt in the community. It has been interesting to note that physical education teachers are accomplishing more in this direction.

2. Physical education teachers lack culture.

   This criticism is a traditional one. It probably arises in part from the fact that physical education teachers were once considered by many in the light of the bizarre professional athlete. To accept us into the select circle of those who purvey the more sacred subjects of the curriculum is a hard pill for some to swallow. Fortunately for us, this feeling is rapidly disappearing.

   However, this criticism should not be dismissed merely on the grounds mentioned above. Since this feeling yet ex-

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To Dip or Not to Dip—In Summer Camps

MICHAEL PEPPE
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THE NOTION that a cold plunge should be taken in the morning to serve as a general stimulant is not recent. Cold bath treatments are prescribed in the ancient writings of Hippocrates. Galen and the early Roman physicians used water as a therapeutic measure and during the middle ages hydrotherapy was advocated by the famous medical school at Salernum. The use of water as a therapeutic measure was revived in the seventeenth and eighteenth centuries, particularly in England and Germany. General interest was aroused when Priesnitz, a farmer of Silesia, began to extol its use for diseased conditions. Winternitz of Vienna and Baruch of New York have been two of the greatest modern advocates of hydrotherapy. (1).

This prevailing concept, namely, that the cold morning bath is beneficial, has probably come to us as a direct result of experimentation in hydrotherapy. That this practice promotes health and good feeling may be quite true. However, this view is not universally accepted and it might be well to bring to the attention of summer camp directors, in particular, the possible dangers that arise when the morning plunge is encouraged.

Many studies have been undertaken to ascertain the functional and structural changes which follow chilling of the body surface and which lead directly or indirectly to disease. Bibb, (2), citing an extensive bibliography in a recent study, makes the following statements:

"Ruheman recapitulated the various theories accounting for the deleterious effects of exposure to lowered temperature while he advocated the view that the lowered temperature in some way favored the growth of germs in the body. Lassar, Rosenthal, Fodor, Edelheit and Siegel maintained that lowered temperature itself may cause disease without the participation of bacteria. Siegel presented forceful arguments in favor of this view. Descriptions of the specific changes in function and structure brought about in the different organs by exposure to lowered temperature have been published by various authors. Herz described a local rise in blood-pressure following chilling of a part. Van Oarat noted a rise of 10 mm. Hg in blood-pressure of chilled men. Mudd and Grant refer to a general rise of blood pressure in chilled animals. Their experiments prove that chilling of the body surface causes constriction of the vessels in skin and mucous membrane. They give a good discussion of the entire subject from the modern standpoint . . . .

Tirelli found in the human subject a leukopenia (deficiency of leukocytes in blood) which lasted seven hours after chilling, but he never found a subsequent hyperleukocytosis (excess in number of leukocytes) . . . . Lassar and Siegel working with rabbits found that albuminuria followed chilling. Fria and Picci found a similar state of affairs in man. Congestion and petechiae in internal organs of animals were described by Beck, Lassar, Zillissen, Della Rovere and Siegel . . . .

Mudd and Grant (3), state that, "The theory commonly advanced is that cutaneous chilling, driving the blood inward, produces, by mechanical or reflex means, or both, congestion of the internal organs. Indeed such congestion has been demonstrated in animal experiments by a number of authors." References are made to experiments conducted by Lassar,Schuller, Rossbach and Kissbalt. Then " . . . . Winternitz has demonstrated an increase in the volume of the arm of a human subject immersed in a cold sitz-bath, a decrease in the arm's volume when the bath water was warm."

Hewett (4), says, "Among the causes which may lead to the excretion of albuminous urine are . . . . cold bath." According to Hewlett, (5) "Albuminuria may also follow exposure to cold and particularly prolonged exposure with marked chilling; apparently a brief exposure to cold with a good reaction as in hydrotherapeutic treatments does not ordinarily cause albuminuria."

In "Oxford Medicine" (6) it is stated that "Exposure to cold has long been regarded as a potent cause of acute nephritis. Quite certain it is that attacks of acute nephritis do follow chilling of the body." Further on in the discussion, it is stated that, "perhaps the

chilling lowers resistance and allows bacteria to develop with various lesions including nephritis in their train."

Tice (7), discounts cold as a primary cause for nephritis but agrees that it is certainly a predisposing cause. He refers to an experiment by Siegel in which Siegel reports being able to produce experimental nephritis in dogs by exposing their feet to cold water.

Osbourne (8), sums up the definite changes in the various organs and circulation produced by hot and cold baths as follows:

"Hot baths cause the surface vessels to dilate, the blood pressure is lowered and internal congestion is relieved, that is, the internal organs will be depleted of blood. The surface of the body is warmed, the skin is better nourished, peripheral nutrition is improved, nerve rest is caused, perhaps sleep. . . . . Baths too hot or too long produce continued anemia of the brain and faintness.

"Cold baths produce the reverse of all this. The peripheral blood vessels contract; the internal organs and the brain are congested, the blood pressure is raised; the kidneys are stimulated; intestinal peristalsis is increased; and general metabolism is more or less increased. If the cold both is too intense or too long continued, general impairment of function occurs. The number of red and white corpuscles in the peripheral blood may be greatly modified by the action of hot and cold baths."

It is therefore evident that by hydrotherapeutic measures significant changes are produced in the circulation and at times, the nutrition of all parts of the body. Measures which may so markedly influence vital processes are extremely valuable but if skill and judgment are not employed in prescribing and applying them, they may produce great injury.

Since the morning plunge plays a part in the daily program of so many camps today and because this chilling process presents possible dangers to the health of the individual, it is important that we learn more about its effects. After a night's rest, the condition of the body is quite similar to the after-effects of the hot bath as described above. That is, the surface vessels are dilated, the blood pressure is lowered and the internal organs are depleted of blood. A sudden plunge into a cold body of water at this time may or may not be followed by natural vasomotor adjustments. Often the temperature of the water is so low and the swim so prolonged that the individual remains chilled and depressed for some time.

About two years ago Dr. R. J. Seymour, chairman of the department of physiology at the Ohio State University, made the following interesting statement: "The sudden application of cold water to the skin results in a marked constriction of the skin vessels with a corresponding large rise in blood pressure in the internal organs. Of these organs the kidneys are most affected by such changes in the blood pressure. Not only are they directly connected with the main arterial supply but they are surrounded by an inelastic capsule. Hence such sudden marked rise in pressure tends to injure the delicate secreting tubules. The common name for such injury is Brights Disease. Such injury may be avoided by gradual chilling of the skin surface, which permits certain natural adjustments to modify this blood pressure, thus preventing injury. With such gradual cooling of the skin it may be perfectly safe to bathe in water as cold as one may desire."

A student, who spent a summer on a lake in Northern Michigan, reports the following observation. Twelve young men were living in a boathouse which extended beyond the water's edge. Each morning these young men plunged from the roof into the cold spring-fed lake. Before Christmas time, five of them had succumbed to nephritis.

This result is extreme or out of proportion to that which may be expected. Yet it is entirely possible, that, of the twelve fellows, five were unable to make the necessary reflex adjustments. Unfortunately the accuracy of the observation cited above could not be checked. What causes or predisposing conditions might have led to such lack of vasomotor adjustment can only be conjectured. But it would seem fair to assume that the plunge was at least an exciting cause.

Camp directors and counsellors perhaps too frequently encourage the morning dip. In many places, boys strive for the record. "Never miss a morning" is the slogan. Possibly the youngsters who are failing to make the necessary vasmotor adjustments are just those striving the hardest. However, the following suggestions to camp directors seem to be well justified:

1. The morning dip should be closely supervised in camp.
2. The sudden cold shock should be avoided.
3. Youngsters should be taught to enter

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A Program in Physical Education

ALICE E. HOFFENBACHER
Director of Physical Education for Girls, Thomas Jefferson Junior High School, Cleveland, Ohio

LAST year, in addition to our regular Physical Education and Hygiene program, we instituted as comprehensive a health program in our building as was possible at that time. This year we have been able to enlarge that program to some extent.

At the beginning of each term, all boys and girls are weighed and measured by the Physical Education teachers. Any children who are found to be underweight are referred to the school doctor for a physical examination. The doctor spends only one-half day each week at our building, but with the aid of the nurse, these examinations are made in a remarkably short time. Upon examination, the doctor may recommend either regular gymnasium work, or individual gymnastics, or rest and membership in the nutrition class.

The nutrition class is organized by the school nurse, who conducts it in addition to her other duties. Last year the class had an enrollment of sixty boys and girls and this year of seventy-two. Any child suffering from malnutrition may become a member of the class if he or she chooses to do so. After the doctor's recommendations have been made, the assistant principal interviews any who have listed for nutrition work. At this time she explains to each child the purpose of the class. Last year only a few did not care to join the class, and this year only three. Next, the nurse has a personal interview with these children. During this interview she is usually able to discover any faulty health habits or living conditions which may be influencing the child's health. At the same time she urges the correction of physical defects and offers any suggestions of a nature too personal for class discussion. Home visits supplement the interview, and all data obtained is filed on a special card in the dispensary accessible to the physical education and hygiene teachers.

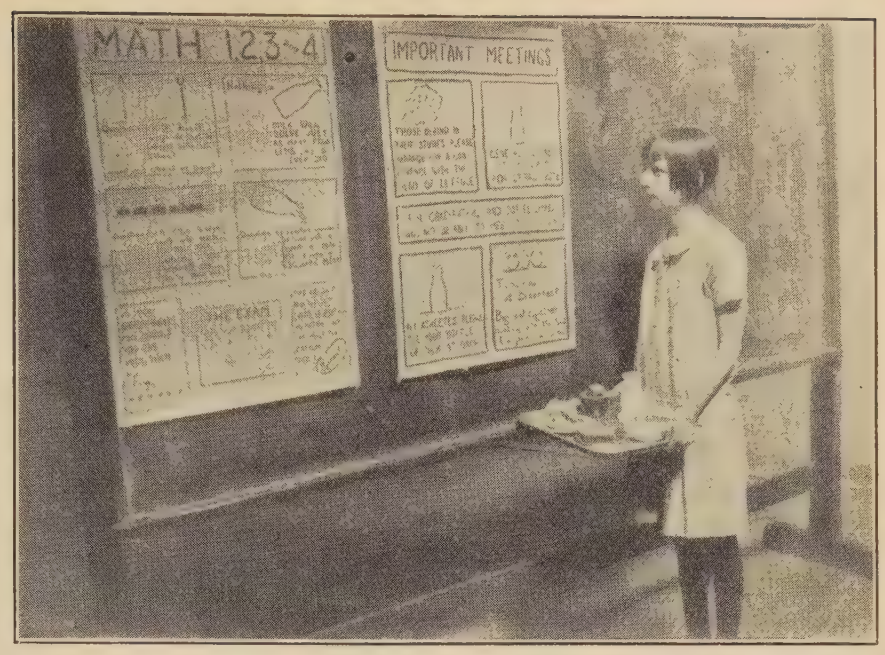
The Girls' Rest Room

At the first meeting of the nutrition class, all present are weighed. Next, the class is divided into several teams, captains are elected and team names chosen. A ladder graph is then made for each team and at the monthly weighing the individual's gain in weight is marked in red crayon. After all have been weighed, the team averages are announced. Once a month the losing team serves a light, nourishing lunch to the winning teams.

The class lessons

A Class in Corrective Gymnastics

are conducted in turn by the nurse, one of the cooking teachers and the physical education teacher. The lessons taught by the nurse concern physical defects and health habits. For the first lesson, a mimeographed copy of the Health Creed is given to each child and the class discusses and then tries to memorize it. At the subsequent lessons other material in mimeographed or pamphlet form is distributed. This, together with any material the child himself may collect, is made into a health notebook. Last year a variety of very attractive notebooks were made and some very interesting ones have been started this year. The cooking teacher teaches lessons about foods and in addition conducts a Nutrition Club. This club meets once a week during the regular club period and membership is limited to the nutrition class. The members learn proper food preparation both by discussion and practice.



A Nutrition Class Member Choosing Her Lunch

In addition to these lessons, outside speakers are occasionally procured by the nurse. Up to the present time the supervisor of health education, Miss Florence La Ganke, of the Cleveland Plain Dealer, and representatives of dairy and cod-liver oil companies have spoken to the class and a visit to a neighboring dairy has been made.

The Nutrition Club

One of the teachers' rest rooms has been placed in charge of the girls' physical director. Additional cots have been supplied to accommodate a maximum of nine girls each period. For one period each day the undernourished child, or any child whose physical condition is below normal, may rest. During this period, the lunch room manager provides milk and graham crackers for four cents. Through the generosity of some of our teachers, several children are provided for who otherwise could not have this lunch. In the same way, hot noon lunches are furnished to a few. Last year forty girls used the rest room daily. During the year these girls made an average gain of 3.9 pounds each. This is not a real measure of each child's gain, because some of the children with marked physical defects did not have them corrected, and their consequent failure to gain lowered the group average considerably. At present 63 girls use the rest room daily and at the present time have made an average gain of 2.3 pounds each.

Upon examination by the physical director, any girls found to have spinal curvature or poor posture are placed in individual gym-

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Physiotherapy in a School for Crippled Children

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PHYSICAL education deals with normal individuals, or normal insofar as there are no fixed deformities or any actual loss of function to be reckoned with. It aims to keep the body physically fit, and so is more or less a form of preventive medicine.

Physiotherapy on the other hand, has to do with abnormal individuals and diseased conditions, and so instead of being preventive medicine, it is a part of the practice of medicine. It is defined as the non-medicinal means found to be of value in the treatment of conditions caused by disease or trauma and so includes electro-therapy, hydrotherapy, heliotherapy, and therapeutic exercises.

Although physical forces were used in the treatment of disease even before the birth of Christ, the term physiotherapy was seldom heard before the World War. Even during the war the physiotherapist was spoken of as a reconstruction aid; and today many intelligent people will raise their eyebrows and look blank when you tell them you are a physiotherapist. For the past ten years, however, this specialty has been constantly developing until now there is hardly a hospital in this country without a physiotherapy department. Yet, since physiotherapy is a part of the practice of medicine, no physiotherapist has a right to treat any condition which is abnormal without the advice and consent of a physician.

Therapeutic exercise wrongly given for a certain condition may disable a patient for the rest of his life. Thus, before any treatment is attempted, a case should be examined very thoroughly by a competent physician. Even then the treatment will not be very effective unless the physiotherapist has a scientific understanding of the pathology of the condition to be treated.

Schools for crippled children are being organized all over the country, and I am constantly being asked if it is not all right to expect the class room teachers in such institutions (some of these teachers having had a short course in physiotherapy) to give the treatment to cases which might benefit by it. Here it may be well to say that in the opinion of most recognized physicians, physiotherapy given by an individual who has only a knowledge of the technique and no understanding of the physiological and pathological principles involved, is worse than no treatment at all. For the noting of a patient's reaction to treatment is of as much importance as the selection of the proper type of treatment.

Orthopedic surgery, more than any other branch of medicine or surgery, is very intimately dependent on physiotherapy. For very often this type of surgery unassisted will not accomplish the desired result. If the biceps femoris is transplanted to the patella to take the place of a weakened quadriceps, and the transplant is not followed by the right therapeutic measure, the operation will accomplish nothing.

At the Leland School, which is a school where only children with orthopedic conditions are admitted, we have a physiotherapy department with a staff of three physiotherapists, one graduate nurse, and an attendant.

In a school for crippled children where it is not possible for a doctor to be in attendance probably oftener than a few hours each week there are certain responsibilities other than the actual giving of treatments, which have to be assumed by this department. It may be necessary for dressings to be changed on post-operative cases for which a certain surgical sense is important. Braces have to be inspected frequently and referred to the surgeon for orders for remodelling and changing. Certain types of cases have to be watched for signs of fatigue and others stimulated to more activity. Dystrophy cases may have to be taken away from the too sympathetic teacher, who will want to put them in wheel chairs before the necessary time. Casts have to be watched for signs of wear and referred for renewal and removal at the proper time; and then, most important of all, is the follow-up of recommendations made at the time of examination.

But these things, of course, are all secondary to the treatments given, which include baking, massage, and muscle training for the anterior poliomyelitis and progressive muscular dystrophy cases; re-education for the cases of Little's disease; heliotherapy for

surgical tuberculosis and osteomyelitis, and various other forms of treatment to suit each individual case.

Physiotherapy in orthopedic practice does not require a lot of expensive equipment. A baker, a table with a broad enough top to allow a full range of motion in the hip joint, an ultra violet light, and a few other simple pieces of apparatus are sufficient to treat practically every type of orthopedic case.

Infantile paralysis alone is responsible for forty-five per cent of all crippling conditions, so physiotherapy in orthopedics is primarily concerned with this disease. At the Leland School after a child with infantile paralysis has been examined by the orthopedic surgeon and treatment has been suggested by him, the patient is given a muscle examination in the physiotherapy department, and a muscle chart is made grading the muscles according to the amount of power they possess. An exercise prescription is then made out from the muscle chart.

We have also been using the spring balance muscle test, which is a very accurate means of finding the actual number of pounds of strength a muscle has. This is done with different size scales and straps attached to the joints affected by the muscles to be tested. Testing of this kind requires two physiotherapists, one to read the scale and one to maintain the limb in the correct position and to watch for the moment the muscle starts to relax. The reading of the scale is compared to the reading obtained on a normal muscle of a child of the same age, and so we have a very definite knowledge of just how much actual weakness is present.

The very hopeless progressive muscular dystrophy cases, which show such extreme weakness in the abdominals and in all the extensor muscle groups, are treated as the infantile cases with muscle training. And although the prognosis is bad in spite of what we do, we feel that these children are kept on their feet a little longer than would be possible without treatment.

Planning re-education for the spastic cases requires considerable ingenuity, and this is because spastic paralysis so often cripples the mind as well as the body. In giving exercises to these cases quite a different method is pursued from the method used in treating infantile paralysis. In this condition there is practically no loss of power, but the muscle action is un-coordinated and uncontrolled, so the purpose of the exercises planned for these children is to improve the coordination and to teach functional use. Soft balls, blocks of different sizes and weights, pegs, buttons, safety pins, knives and forks, devices for balancing, and a Victrola are only a few of the many things we use in giving exercises to these children.

Because it is often considered to be a cure-all, artificial sun-light produced by the quartz and carbon lamps has been said to be one of the most dangerous of the therapeutic agents. It has, however, proven to have a beneficial effect in the treatment of certain bone conditions, when used in connection with other measures. Treatment of this kind consists of generalized and local radiation and sometimes a combination of both. The initial exposure is given with the lamp adjusted at from 20 to 40 inches for the general and at 12 inches for the local. The length of each exposure is regulated by an interval timer, which is set at the beginning of the treatment. The first treatment commences with one minute and increases a minute at each treatment, provided there is the right reaction, until the maximum time is reached.

At the present time ninety-five children are under treatment, and most of the children report three times a week.

This, in a general way, is the work of the physiotherapy department of the Leland School, but I would like to say a word for physiotherapy itself. In spite of what many people think, physiotherapy is not merely the turning of an electric switch or the flexing or extending of an elbow, but is a profession which requires skill and experience as well as special training. The American Medical Association and the American Physiotherapy Association are now working together to weed out those who, under the name of physiotherapy, are doing many things which no ethical physiotherapist would consider doing. And, of course, the thing that is criticized most of all is the attempt of some individuals to diagnose their own conditions and to treat them on their own diagnosis. This mistake is not alone confined to unethical physiotherapists, but is often made by teachers of physical education, who, in their zeal to do something which they think is helpful forget that exercises for other than postural defects should not be given without the recommendation of a physician. Thus, physiotherapy, which is struggling to keep its standards high, has many things with which to contend.

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Physical Education
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E. D. MITCHELL, *Editor*

CHAOS IN TESTS

Probably no phase of Physical Education presents so chaotic a condition as that of Ability Tests and Measurements. Consequently, it is encouraging to run across such sound studies on this subject as the one presented by Mr. Floyd Rowe in the February issue of the Pentathlon and by Mr. A. E. Kindervater in this issue. There have been other scientific studies in recent years, but these all represent individual initiative and impetus, whereas the time is now ripe for concerted effort by the profession.

If there is any problem in the physical education field which has had individual experimentations without number, but concerted efforts none, it is this one. In the beginning of a movement much individual exploration is very desirable, because it is disastrous to crystallize a movement too soon and to curb complete investigation of a subject by assuming that the judgment of a selected body of experts is final. But certainly tests in physical education have now run the gamut of experimentation, and in their present status there is little progress and much unnecessary duplication.

The time has now come for some standardization of tests, so that guidance can be furnished the average physical director. He is now completely puzzled as to which set of tests to adopt.

The discouraging and wasteful feature of this whole problem is that data on this important subject has probably been gathered in some form or another in every city possessing a physical education system. Yet for lack of any unified effort applied to this problem, these thousands upon thousands of performance records of school children have been filed away and are lying idle, when they afford one of the most significant sources of investigation, correlation, measurement, and grading that can possibly be imagined. If some selected research body could have access to these statistics and bring them together in a unified plan, there would be so large a total of figures from which to set up standards that accurate generalization would be assured.

So far our tests have served worthwhile purposes in stimulating individuals to compete against their own records, in comparing performance records of various districts and cities, and in furnishing a classification scheme for equalizing boys and girls in their athletic competitions. But the one important use of these tests has been largely overlooked, and that is the construction of tables for measuring individuals in a progressive rating scheme that can be used as a scientific basis of grading. The grading in physical education is lamentably weak and futile when compared with other schools subjects. Apparently the common practice is to grade mainly on attendance and attitude.

The Age, Grade, Height, and Weight plan has been used before to classify students for equalized group competition, but the fact remains that it could be used as a scientific criterion of a boy's or girl's physical ability for grading on school cards if the plan were better organized. Every set of weight records should be gathered and all weight evidence compiled. Similarly, for height; similarly, for age; similarly, for grade. The compilations of each of these four factors could be made independently, and after sufficient figures were assembled for each the four could be combined in one rating scheme similar in plan to the one developed by Mr. Rowe. Then we would know what a boy of grade 7-B, who is 11 years old, who weights 95 pounds, and who is 4 feet 11 inches tall, should be able to do in his activity tests. Each of these factors alone does not give a true rating, but all together would.

From such a start a body of activity material could be built up for each grade that would truly correspond to the subject matters in the academic subjects. There are definite progressions in subject matter in other fields, but our own field of physical education has largely been left to the whims of the particular teacher. With accepted sets of standards, school administrators would have proof of measurable, objective educational content in physical education.

Scope and Value of Physical Efficiency Tests

A. E. KINDERVATER
Supervisor of Physical Education, Public Schools, St. Louis, Missouri

IN ORDER to ascertain what ways and means public school systems in other cities are using to measure the strength and physical ability of their pupils and what values are attached to such measurements by them, I prepared the following questionnaire and forwarded the same to the Physical Education departments of public schools in over thirty American cities.

A. Copy of questionnaire:

ST. LOUIS PUBLIC SCHOOL PHYSICAL EDUCATION DEPARTMENT

Supervisory Division

Questionnaire as to the scope and value of physical efficiency tests for elementary school pupils.

A. Are you conducting a physical efficiency test in your elementary schools?

B. At what age or grade does this test begin, and how are the pupils classified?

C. What activities are required for boys?

D. What activities are required for girls?

E. On what scale are these activities rated—in per cents, points or otherwise?

F. What percentage is required to qualify for a reward?

G. What does this reward consist of?

H. Who conducts or supervises your test work?

I. How often are tests taken?

J. Is your test voluntary or obligatory for the children?

K. Is a physical or medical examination required of the children taking the test?

L. What in your opinion is the real value of such a test?

M. Kindly send us any cards, forms or literature you may have pertaining to your physical efficiency test.

N. Information as to school systems doing superior work in this line would be appreciated.

With many thanks in advance for your kind assistance and the promise of a return service to you when called upon, I am,

A. E. KINDERVATER

School system of.....
Signature .....

B. Twenty-two of these questionnaires have up to this time returned to me, fifteen of them with answers and seven without.

C. The fifteen school systems conducting tests are located in the following cities: Albany, N. Y.; Chicago, Ill.; Detroit, Mich.; Denver, Colo.; Harrisburg, Pa.; Kansas City, Mo.; Los Angeles, Calif.; Louisville, Ky.; Milwaukee, Wis.; Newark, N. J.; Providence, R. I.; Richmond, W. Va.; Seattle, Wash., and St. Paul, Minn.

The distribution of these cities over the entire country—east, west, north and south—indicates that these tests are considered worth while and receive a fixed place on the regular program of physical education in these and many other cities.

D. In nine of the above named cities the test is obligatory.

E. A medical examination is required before the test is taken in nine of these cities.

F. Rewards for meeting the fixed requirements in the test in the form of medals, buttons, ribbons, badges, letters, and certificates are given by nine school systems.

G. The grades in which this test is started varies in the fifteen systems as follows:

Eight systems start pupils in grade V.
Two systems start pupils in grade VI.
Two systems start pupils in grade VII.
One system starts pupils in grade VIII.
Two systems failed to answer this question.

H. Number of times the test is taken per year in the fifteen systems: In seven systems the test is taken twice and in eight systems once a year.

I. In all fifteen systems the test is conducted by the class teachers, aided by the supervisor, and in two cases also by pupil leaders.

J. All running events are timed by the supervisor or physical director.

K. The following is a list of activities being used in the fifteen school systems:

BOYS

1.	Running (40 to 100 yards)	15	systems
2.	Standing broad jump	11	"
3.	Running broad jump	11	"
4.	Basketball throw for distance	10	"
5.	Running high jump	9	"
6.	Chinning	6	"
7.	Basketball throw for goal	5	"
8.	Push up from floor	4	"
9.	Indoor ball throw for target	3	"
10.	Baseball throw for distance	2	"
11.	Set up	2	"
12.	Medicine ball throw	1	"
13.	Shot put (5 lbs.)	1	"
14.	Shuttle relay	1	"
15.	Baseball batting strike	1	"
16.	Triple broad jump	1	"
17.	Climbing rope	1	"
18.	Soccer kick for distance	1	"

GIRLS

1.	Running (40 to 100 yds.)	11 systems
2.	Standing broad jump	5 "
3.	Running broad jump	0 "
4.	Basketball throw for distance	9 "
5.	Running high jump	2 "
6.	Chinning	0 "
7.	Basketball throw for goal	3 "
8.	Push up (stall bar benches)	4 "
9.	Indoor ball throw for target	3 "
10.	Baseball throw for distance	1 "
11.	Set up	4 "
12.	Medicine ball throw	0 "
13.	Shot put (5 lbs.)	9 "
14.	Shuttle relay	1 "
15.	Baseball batting strike	1 "
16.	Triple broad jump	0 "
17.	Climbing rope	1 "
18.	Soccer kick for distance	1 "
	Posture Test	1 "
	Toss ball and catch	1 "
	Balancing	4 "
	Volley ball serve	1 "
	All up relay race	1 "
	Jump and reach	1 "
	Knee raising from hang	1 "

L. The classification of the pupils for this test varies from grade to height, weight, age and combinations of the same. Three systems use no classification. All pupils above the fourth grade can enter a so-called Badge Test, consisting of three groups of activities graded as to difficulty. After passing the requirements of Test One in the first year, they may try for Test Two in the next, and from there up to Test Three. The activities used are the same for each test, with the standards raised in each.

M. The standards or requirements for the tests in all of the fifteen school systems are based on the average physical strength and ability of a normal child at a particular classification such as stated above, and not on a maximum efficiency for producing records. The scales on which the requirements are valued in the fifteen systems are given partly in percentages and partly in points. Eleven answers specify the values of such tests, as follows:

1. It motivates activities, greater interest. Is used as a measuring rod of efficiency.
2. It stimulates interest for improved physical conditions.
3. It stresses all-around ability in skills useful for life.
4. It determines physical ability and athletic efficiency.
5. It adds incentive to the regular work.
6. It stimulates interest in physical education and fitness through competition.
7. It is the best basis for classification of pupils in physical ability.
8. It stimulates increase in motor ability.
9. It increases interest in self-improvement.
10. It adds variety and interest in the regular physical training program.
11. It offers an opportunity to apply a definite rating for actual accomplishment.

The missing four answers to this question are so similar to the rest that we omitted them here.

In a resume of the activities used for this test we find them grouped in various combinations, numbering from three to ten. The majority of the school systems consider the following five activities for each sex as the most important, valuable and most practical for testing and measuring the physical efficiency of the elementary school pupils, including those of grades seven and eight.

FOR BOYS

1. Dash—from 40-50, 60 to 100 yards
2. Basketball throw for distance
3. Standing broad jump
4. Chinning—or push up
5. Indoor ball throw for target

FOR GIRLS

1. Dash—from 35-50 to 60 yards
2. Basketball throw for distance
3. Standing broad jump
4. Basketball throw for goal
5. Balancing on board

In conclusion, I may state here that the selection of activities depends largely upon the space and equipment available. In order to give the largest number of pupils the opportunity for testing their physical fitness, the above combination of activities, according to our experience, is the best and most practical for the purpose.

In our St. Louis public elementary schools a physical efficiency test has been experimented with during the past nine years. All of the above named classification methods have been tried, and we have finally decided to eliminate all of them in order to simplify the work of organizing and recording the test. Every pupil above grade four has the opportunity to qualify for any one of the three tests. Our test consisting of the five activities listed above is graded as to difficulty into a junior, intermediate and senior test with the requirements which are found in the charts for boys and girls at the end of the article.

Pupils having met the requirements of the junior test in one year are privileged to enter for either one of the other two in the next year. Only one test per year can be taken by the same pupil. All test activities are put into practice with the regular program of physical education during the last quarter of the school year, which in our semi-southern climate is mostly out of doors. The

pupils are organized in teams under pupil leadership and practice their test activities in alternation with their games. In the middle of May the official records are taken by the class teacher in charge of physical training with the assistance of the supervisor in her district. Pupils meeting the standards in their test receive a certified printed card signed by the teacher, stating their standing in physical fitness. This card becomes the property of the child. The grade of the test is distinguished by a color—junior, red cards; intermediate, white cards; senior, Blue cards. An appropriate, inexpensive pin or button that could be visibly displayed would help to stimulate the interest for this test and serve as a lasting reminder. The standards or minimum requirements for the three tests were arrived at by years of practical experiments and are now serving their purpose fairly well. Readjustments may finally bring us to the ideal.

During May of 1928, 16,159 pupils, of which 7,187 were girls, representing 74 public elementary schools, participated in these tests. Out of the 16,159 pupils taking the test 12,881 passed the requirements, which means 86.87 per cent. Considering that this test is voluntary and 31 schools could not enter pupils on account of lacking yard space and equipment, the participation of 16,159 is the best evidence of the interest shown by the pupils for this test.

Up to this year no medical examination has been required, but for safety's sake it is advisable that such an examination should be made of every child attending school, whether taking this test or not.

The Amateur Spirit in Scholastic Games and Sports . . . . . .

by

FREDERICK RAND ROGERS, Ph.D.,
Director of Health and Physical Education,
New York State Education Department.

Published by

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36 Beaver St., Albany, N. Y.

Cloth, $1.25

FOR BOYS

	Activities	Junior Standards	Intermediate Standards	Senior Standards
1.	Forty yard dash	7 sec.	6.6 sec.	6.2 sec.
2.	Standing broad jump	5 ft.	5 ft. 8 in.	6 ft. 4 in.
3.	Basketball for throw	22 ft.	28 ft.	34 ft.
4.	Chinning	2 times	4 times	6 times
5.	Indoor throw for target	1 in 5	2 in 5	3 in 5

FOR GIRLS

	Activities	Junior Standards	Intermediate Standards	Senior Standards
1.	Forty yard dash	8 sec.	7.4 sec.	6.8 sec.
2.	Standing broad jump	4 ft.	4 ft. 6 in.	5 ft.
3.	Basketball for throw	16 ft.	22 ft.	28 ft.
4.	Basketball goal throw	1 in 5	2 in 5	3 in 5
5.	Balance on board	In preparation		

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Combining Health, Physical Education, and Athletic Coaching

FRED B. WALLACE
Director of Physical Education, Public Schools, Lancaster, Ohio

THE question of how I combine the supervision of health and physical education with the coaching of high school athletic teams has been asked of me several times. I will say that there seems to be a tremendous lot of territory to cover and there really are some good licks of work in it for everyone connected with the department and school system.

I want my readers to understand that the success of the system we use in Lancaster depends upon 100 per cent co-operation of the Board of Education, the superintendent of the schools, all principals and teachers of the entire school system. The director of physical education depends upon this wonderful co-operation and is able to extend this comprehensive program with his supervision to every boy and girl in the entire school system through the principals and teachers of the various units.

Our plan of health and physical education is to teach every boy and girl in the city the value of good health, clean habits and true sportsmanship in competition, and to encourage the practice of habits in growing individuals which will produce efficient men and women.

We bring every boy and girl of the entire system every day into some form of wholesome exercise, both indoors and out of doors. The program is in force the full school year.

Organization

As I have stated above, each teacher in the entire system is an assistant and willing worker with the director of physical education. The teacher is the instructor of her room or group, of all inside health and physical training programs. She is, in her turn, a playground supervisor on the playgrounds at recess periods. Special teachers at each building are appointed by the director to promote and supervise special athletic contests on their respective playgrounds and supervise their groups when visiting other playgrounds. Enthusiastic teachers in an organization of this kind make a huge program like this bear results.

Program

Our program of physical education starts in the first grade of the elementary schools.

In grades one, two, three, and four our health promotion habits are taught by story and games. Grade five studies hygiene from text, and grade six, sanitation from text. Grades seven and eight have a text book in physiology.

The four grades in high school are reached by their classes in recreation.

Each school room of the grade schools has a health chart and weighing table (combined) hanging upon the wall and a monthly weight record is carefully kept of each student, showing his actual weight in comparison with the average weight.

School room calisthenics are regular each morning in the opening of school, for ten minutes in grades four, five, six, seven, and eight. These calisthenics are conducted by a student leader corp, supervised by the teacher of the group. In grades one, two, and three, rhythmic and story games are on the program for their rest periods.

Our Nutrition Department is within this same organization. Each teacher has charge of her own room or group. The first day of each month each boy and girl is carefully weighed and inspected, the records carefully tabulated upon their school room chart. In this way the undernourished child is found and faults cared for by instruction in a special class held by the physical director. The child is also given a pint of milk twice daily. Correction in faulty eating is made and a schedule is given as to health habits. Physical defects are corrected, if at all possible, through the parents, and soon an improvement on the monthly health chart is noticed.

Through our experience we have found that faulty diets and insufficient sleeping hours are the main causes for underweight boys and girls. Vegetables were found to be neglected by a large per cent of the underweights.

Our Health Department links up with the above department in the daily, weekly, and monthly inspection by each teacher in her respective classrooms. A weekly visit is

made to each building by the physical director. Physical defects are found and reported. Medical attention is rendered those financially unable to pay, but not before the consent of the parent or guardian is secured. Follow-ups are made to families. Corrective exercises are given those with poor posture. Our physicians and dentists have been very generous to the unfortunate. Our city nurse has been untiring in her work of co-operation with our department.

Blue Ribbon Division

As a stimulant to health habits and the correcting of physical defects, we have organized a Blue Ribbon Division with the following requirements:

1. Passing 75 per cent or above in studies.
2. Living up to 12 health habits throughout the year.
3. Normal in weight by the school scales.
4. Making a grade of 90 per cent in a thorough physical examination. This physical examination is conducted by the physicians and dentists of Lancaster in a clinic held in each grade school building.

1378 boys and girls out of 2500 passed a high examination. These students were awarded certificates and their parents are sent their examination papers. At the annual May Day exercises a Blue Ribbon parade of these people is a part of the program. Every year we hope to have a large increase in number of membership.

Recreation

Throughout the entire school system each student, when in good health and the weather permitting, is compelled to play out of doors at the regular recess periods and before school hours. This play is supervised by the teachers in group play.

Grades one, two, three, and four are taught rhythmic and story and singing games and the various recreation games for the children of that age.

Intramural Recreation

Our intramural system of recreation is under the direction of a director of intramural sports, is started in the seventh grade and continues throughout the high school. We find that students of this age are fond of advanced recreation in competitive forms such as inter-building and inter-class competition.

We use in our program all kinds of major athletics and bring into them the entire mass of students, keeping the idea of training for all. We hold scholarship above all, and follow the state requirement of athletics in all intramural sports. This, we find, builds up our scholarship and makes better varsity teams.

This past year 400 out of 700 students of the high school competed in these sports. 538 out of 592 took part in the grade schools in grades seven and eight. Our intramural sports are football, outdoor basketball, playground ball, indoor basketball, volley ball, tennis, field and track. The girls participate in all sports but football.

To increase enthusiasm, trophies are awarded in all sports. We use the point system in grading and total the points at the end of the school year to determine the highest all-around honors, giving a trophy for the same in both high school and grade school activities.

Our intramural program closes in May, with an impressive demonstration of physical education in all forms. The director of physical education, assisted by the entire teaching force of the system, brings together over 3100 students, the entire enrollment, in a program in health and physical education. This program is an all-day affair and a special day is set aside each year by the Board of Education of Lancaster for the purpose of promoting health and health activities. The activities are held at the county fairgrounds, drawing a crowd of fifteen to twenty thousand people annually. Parent-Teacher organizations combine and serve lunch to the crowds. It is a real Grecian day of sports.

Every boy and girl has a part on the program if physically fit. Many of the events are massed and include 800 to 1,000 students each. We do not exclude the youngster that is not as polished in technique as some others. He is there, as he is the one that really is benefitted the most. The following is the program.

Grades one, two, and three are massed in rhythmic games. Grade four is massed in a May pole wind that is combined with the crowning of the May Queen. The fifth, sixth, seventh, eighth, and the high school have drill and posture demonstrations. The seventh, eighth, and high school classes, boys and girls in separate divisions, engage in competitive field and track events. The program of music and games is under the direction of the director of music and the color decorations and May Queen ceremonies are under the supervision of the art supervisor.

I find that a broad program of this kind, giving thought to more than just your high school combatant athletics, builds up the entire mass of your school system and increas-

(*Concluded on page* 48)

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The High School Championship Pentathlon

J. C. WRIGHT
Athletic Director, High School, Keokuk, Iowa

THE purpose of this article is to describe, in some detail, a plan which has proven highly successful in developing and increasing interest in track athletics. For want of a better name I have called it the High School Championship Pentathlon Contest. Adaptations of the idea are used in many schools.

Most coaches, especially those in high school, find that when the track season opens in the spring they often have various handicaps to overcome.

In the first place, the athletic funds are usually pretty low, so that but few schools have money to spend on trips, equipment, suits, etc. This, of course, does not tend to add to the attractions of the sport, especially from the standpoint of the prospective athletes.

The contest we held last spring at Creston, Iowa, was so successful that we were enabled in one year to take a team, which for a number of years failed to win an individual first place in a major meet, and win the Iowa District Meet, placing one or more men in every event on the program except one.

The advantages of this contest are many. First of all, the boys are encouraged to remain out long enough to give the coach an insight as to their ability.

By competing in all types of track events, those in which each individual excels may be discovered. Boys get actual competition—

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NAME _____ CLASS _____

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	100	220	440	880	MILE	HIGH	LOW	B.J.	H.J.	P.V.	SHOT	DISCUS	JAVELIN	EVENTS	SCORE
STATE RECORDS	10.0	22.3	50.4	2.00	4 29-4	15.3	24.3	22.4¼	5 11⅞	12.2¾	47 9¾	133 4⅝	181 7¼	100	
100	10.2	22.8	51.0	2.02	4.36	15.8	24.8	22.0	5 11	11.10	46.6	129 0	174	220	
95	10.4	23.3	52.0	2.04	4.42	16.3	25.3	21.7	5.10	11.6	45.2	124.9	167	440	
90	10.6	23.8	53.0	2.06	4.48	16.8	25.8	21.2	5.9	11 2	43.10	120 6	160	880	
85	10.8	24.3	54.0	2.08	4.54	17.3	26.3	20.9	5.8	10 10	42 6	116 3	153	Mile	
80	11.0	24.8	55.0	2.10	5.00	17.8	26.8	20 4	5.7	10 6	41 2	112 0	146	H.H	
75	11.2	25.3	56.0	2.12	5.06	18.3	27.3	19.11	5.6	10 2	39 10	107.9	139	L. H.	
70	11.4	25.8	57.0	2.14	5.12	18.8	27.8	19.6	5.5	9.10	38.6	103.6	132	B.J.	
65	11.6	26.3	58.0	2.16	5.18	19.3	28 3	19.1	5.4	9.6	37.2	99.3	125	H J.	
60	11.8	26.8	59.0	2.18	5.24	19.8	28.8	18 8	5.3	9.2	35.10	95 0	118	P.V	
55	12.0	27.3	60.0	2.20	5.30	20.3	29.3	18.3	5.2	8.10	34.6	90 9	111	Shot	
50	12.2	27.8	61.0	2 22	5.36	20.8	29.8	17.10	5.1	8.6	33.2	86.6	104	Discus	
45	12.4	28.3	62.0	2 24	5.42	21.3	30.3	17.5	5.0	8.2	31.10	82.3	97	Javelin	
40	12.6	28.8	63.0	2 26	5.48	21.8	30.8	17.0	4 11	7.10	30 6	78 0	90		
35	12.8	29.3	64.0	2 28	5.54	22.3	31.3	16.7	4.10	7.6	29 2	73 9	83		
30	13.0	29.8	65.0	2 30	6.00	22.8	31.8	16 2	4.9	7.2	27 10	69.6	76	Total	
25	13.2	30.3	66.0	2 32	6.06	23.3	32.3	15.9	4.8	6.10	26.6	65.3	69		
20	13.4	30.8	67.0	2 34	6.12	23.8	32 8	15.4	4.7	6 6	25 2	61.0	62		
15	13.6	31.3	68.0	2 36	6.18	24 3	33 3	14.11	4 6	6.2	23.10	57.9	55		
10	13.8	31.8	69.0	2 38	6.24	24 8	33.8	14.6	4.5	5.10	22 6	53.6	47		
5	14.0	32.3	70.0	2 40	6.30	25.3	34 3	14.1	4.4	5.6	21.2	49.3	40		

Diagram 1

RESULTS - SENIOR HIGH SCHOOL CHAMPIONSHIP PENTATHLON CONTEST

HOW MANY POINTS CAN YOU SCORE?

No.	NAME	CLASS	SPRINTS						RUNS									HURDLES						JUMPS						WEIGHTS						TOTALS			
			100 YDS.			220 YDS			440			880			MILE			120 HIGH			220 Low			HIGH			BROAD			POLE V.			SHOT			DISCUS			JAVELIN			1ST	2ND	3RD	FINAL
1	GLEN KOCH	FROSH	60	65	75							70	70	75							40	45	60						25	30	35				20	25	30				215	235	275	275
2	JACK GAMMON	SOPH.				50	60	65	60	60	65							40	45	50					50	55	60										50	55	55	250	275	295	295
3	KENNITH WEST	SOPH.				70	75	70							80	85	90				50	50	55		60	65	70				50	55	60							310	330	350	350
4	PAUL VERMILLION	SENIOR				65	70	75				80	85	90							40	45	50	15	35	40								60	65	70				260	300	325	325
5	HARRY FALLON	JUNIOR	60	70	75				70	70	80										50	60	65						45	45	50						40	40	45	270	285	315	315
6	PHIL NOAH	JUNIOR				90	90	90							75	75	85	70	75	80				60	70	85										70	75	80	365	385	420	420
7	CHARLES WALTERS		80	85	90				70	75	75										60	65	80	10	50	65							70	70	80				350	365	395	395
8																																										
9																																										
10																																										
12																																										

THE LAST FIGURE IN THE "TOTALS" LIST IS YOUR HIGHEST SCORE.

Diagram 2

an important factor in developing self confidence.

In introducing the contest, I should suggest having enough score cards, similar to figure 1, printed or mimeographed so that each boy in school may have one.

This card, as you notice, has space at the top for the name and class of the boy competing in the contest. All the track and field events are divided into five groups as indicated on the card. The groupings are as follows: sprints, runs, hurdles, jumps, and weights or field events.

Each of these five main groups are subdivided: The sprints include the 100 and 220 yard dashes; the runs include the 440, the 880, and the mile; the hurdles are made up of the 120 yard highs and the 220 yard lows; the jumps are composed of the broad and high jumps and pole vault; while the events in the weight class are the shot, discus, and javelin.

A boy may compete in one, and only one event in each group. For example, he may, as did the first lad in the list shown in figure 2, choose the 100 yard dash as his sprint event, the 880 yard run as his running event, the low hurdles as a representative of this group, the pole vault as his jump event, and try his luck with the discus under the weights classification.

Reading from left to right in figure 1, in the third row from the top, the official state high school records for Iowa are given, directly under the respective events. For example, in the 100 yard dash, the record as shown in the space directly below is 10 seconds. In the 880 yard run, it is 2 minutes, etc.

The points an individual may earn are indicated in the left hand row on this card, reading from top to bottom. Take the 100 yards as an example. If he runs this event in 10:2 he wins 100 points; if he can negotiate the distance in 10:4 he scores 95 points; for the time of 10:6 he is awarded 90 points, etc., on down to the lowest mark, 5 points, which he can earn by merely traveling the distance in 14 seconds. In this way, even the very ordinary athletes are given a chance to break into the scoring column.

The number of points the contestant can score in any other event may be determined in the same manner. The maximum possible score is 100 points in each event and a total of 500 points for the five events each individual competes in. If, however, he should tie or break the state record, he would be given an additional award of 25 points.

Of course, the purpose in limiting each individual to one event in each group is to test him in all forms of track athletics, so

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that the coach may get a "line up" on the event, or the events, in which he shows the most promise.

I would recommend giving each contestant three trials in each of his five events. This gives him a chance to improve his marks and raise his score.

The contest may be run off at the start of the season and concluded very nicely in two weeks time.

Here is a suggested ten day schedule:

FIRST WEEK

Monday—General Practice.
Tuesday—Sprints, Weights.
Wednesday—Jumps, Hurdles.
Thursday—Weights, Runs.
Friday—General Practice, Hurdles.

SECOND WEEK

Monday—Sprints, Weights.
Tuesday—Jumps, Runs.
Wednesday—General Practice, Hurdles.
Thursday—Sprints, Jumps.
Friday—Runs.

In running the track and hurdle events, if two watches are available, better results will be obtained by running the boys in pairs, arranged according to their abilities.

At the extreme right of the score card (figure 1) a space is provided on which each boy may keep an account of his own score.

For the official score board, a large placard like figure 2 may be used. If this score card is kept on the school bulletin board, in the principal's office, or in some other prominent position, interest among the students will be greatly stimulated.

As indicated on this official score in figure 2, spaces are provided for the number, name, and class of each contestant. Space is allowed for three trials in each event, and totals may be added in the blanks at the extreme right. The highest rating among the three trials in each of the five events is counted in determining the final score for each contestant.

As an added incentive, I advise the awarding of ribbons to those winning the first three or four places in each class, and a similar award or trophy to those who make the best showing for the entire school.

Presenting the ribbons or trophies before the school assembly adds much to their ef-

(*Concluded on page 47*)

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Preliminary Arrangements for Care of Officials and Visiting Teams

CARL H. MEISSNER
Director of Athletics, Scott High School, Toledo, Ohio

MANY of us in charge of departments of athletics in our schools are so busy building schedules, stadia, hiring coaches, supervising care of grounds and equipment, as well as teaching classes in academic subjects or physical education, that when game time rolls around we forget all about the visiting teams and officials. These are usually left to arrive and depart without a thought on our part of doing anything which might add to their convenience or pleasure during their short stay in our midst.

Yet how important it is to make the visiting team and the officials enjoy their athletic relations with our school! Good sportsmanship demands "Treat the visiting team as guests." Why not include the officials? These men are usually fine fellows and are deserving of more than the "boos" of the home crowd, so why not make them feel at home from the time they "sign up" to work the game until they have completed their assignment?

Scott High School of Toledo is proud of her traditions, and one of these has been "Try to treat all visiting teams and officials right." With this end in view, we try never to cancel a game with a school or a contract with an official. Consequently, details in all contracts for games should be carefully thought out and included in the written and signed agreement, then lived up to at game time.

Most high schools are now operating under supervision of state high school athletic associations, which have regular contract forms and rules, and many matters which formerly gave room for argument and ill feeling between schools have been eradicated.

Yet, how often is the eligibility blank mailed late, so that it arrives after the game has been played. And how often we fail to notify the visiting team as to who the officials will be. The home team certainly should ask the visiting team for suggestions in reference to officials. If these are mutually agreed upon, certainly no unpleasantness can arise should a close decision favor the home team.

The visiting team is always at a disadvantage on foreign fields, playing under different circumstances, strange crowd, and new surroundings, which without a doubt takes something from their highest playing efficiency. Much of this "strangeness" may be eliminated and much good will and friendly rivalry may be developed between schools by the proper handling of a team during pregame time and after-game time. Many lasting and valuable friendships have developed from athletic relationships. These should be encouraged. It always makes us feel good when teams ask if we will again place them on our schedule. Such a request fully repays us for the little effort it takes to meet the train or bus, to escort the visitors to their hotel, to show them the city, and possibly to arrange some evening entertainment. When the management treats the visiting team with courtesy the players and the student body are bound to catch the same spirit.

Many of you may not agree that these things are necessary, but we feel that they have helped us in establishing friendly relationships with the schools on our schedules.

Now getting back to the officials. They too are human. We feel an official is the most important part of the ball game. He can either make it or ruin it. In the first place, we use the best man available. Pay him a fair fee. Be sure the opposing team agrees on the officials to be selected. An agreement with an official should be in contract form, stating when and where he is to work, time of game, amount of fee he is to receive, and amount allowed for expenses. An official should know in advance whether he is to be referee, umpire, headlinesman or field judge. Many men specialize on one job and if called on to do something else, may not know just how to "play the position," even though he knows every rule in the book.

A few days before the game it is a good plan to remind the official of his appointment. Drop him a card or telegram. He will appreciate your courtesy and you will be sure of your man. In our organization we usually assign one assistant student manager to the visiting team, to take care of their wants, and another to the officials. The latter manager is on hand to meet the officials on ar-

(Concluded on page 42)

The Problem of an Adequate Intramural Program

RUTH LEE HARRINGTON
Instructor in Physical Education, University of Cincinnati

IN a municipal university such as the University of Cincinnati, that has no dormitories, the problem of an intramural program is hard to solve. Three years ago the sorority teams on the campus were equal in importance to the class teams. In the main it meant that the same girls were playing twice and getting all the benefits of fun and exercise. When playing on the sorority team a girl often played against her former class team-mates and the spirit of sportsmanship degenerated accordingly. The greatest fallacy in the program, however, was the total disregard of the non-sorority group. Here was the majority enrollment with absolutely no chance for extra-curricular recreation. There was nothing to hold their loyalty and many felt the stigma of being recognized as one of this group. They were a majority without any of the privileges usually accorded it. Such was the situation, and a change in organization was very necessary if the modern ideal of "athletics for all' was to mean anything.

The League of Nations was originated to fill this specific need . . . . for the purpose of giving every girl an equal opportunity to enjoy the many activities sponsored by the Physical Education Department. The League consists of six nations—the Trojans, Spartans, Tartars, Vikings, Persians and Amazons. A group of interested students was divided and arbitrarily assigned to a nation, with one appointed as head, thus insuring an enthusiastic nucleus from which to work. This was kept a secret until, on January 10, 1927, these girls pinned the colors of their nation on certain others picked beforehand as those who could be counted on for support. Everyone was agog with curiosity concerning this mysterious "pledging." The mystery was soon cleared up by a circular letter sent to those "pledged" and through the columns of the university paper. This new plan was very enthusiastically received. For the benefit of those interested who had not been pledged, a huge poster was put up on which they could sign their names. These were drawn by the heads of the nations and added to their respective groups. In the present organization of League membership, the following system is used. As each freshman registers in the fall for her physical education work, she is assigned by the general leader of the League to a nation. The assignment is absolutely impartial. In this way no sorority may nominate a nation, "best friends" are separated, any chance of the dreaded "clique" is eliminated, and every girl in the University becomes affiliated with a nation in the League.

The leaders of each nation are elected by the members of their nation, and all the nations join in electing a general leader. This general leader is a member of the W. A. A. Board. A copy of the League of Nations score chart for the year is shown.

NATIONS						COLOR DAY	CHALLENGE WEEK	TOTAL
AMAZONS	3	1		5			1	10
PERSIANS	5	3	5	3			3	19
SPARTANS			1		1	3		5
TARTARS	1		3			5		8
TROJANS					5	1		7
VIKINGS		5		1	3		5	14

1ST PLACE 5 POINTS
2ND PLACE 3 POINTS
3RD PLACE 1 POINT

League of Nations Score Chart

The range of activities increases every year, so that it is no longer merely competition in the season's sport but also in such things as an annual song contest, color day, interleague challenge week and parties. The song contest and scoring is based upon (a) an original song, with original music preferred, (b) a song with harmony, (c) a funny song, original.

The annual color day arouses keener competition than any other event. On this day the captains for each nation, who have been previously chosen, distribute the ribbons to their class-mates, and they in turn put them any place on the campus. This they do with a vengeance, as many of the girls are on the campus at a very early hour. The object of the day is to get down as many of the opponents' colors as possible before the bugle blows that the time limit is up. One story has it that two girls climbed to the top floor of McMicken Hall, wending their way through an empty class room and out the window onto the roof, where they proceeded to hang bits of color all over the place. In the mean time an English class met in this room and the professor was heard to murmur something about "birds of knowledge" as he cocked an ear skyward. The girls evidently sounded like woodpeckers. A few minutes later, to the delight of the students, the two nondescript "birds of knowledge" slid into their midst, causing quite a furor. This is only one of the many funny and exciting incidents that made the day a success.

During Interleague Challenge Week a member of one nation may challenge a member of another nation to participate in any of the following activities:

Horse-shoe pitching
Jacks
Archery
Deck tennis
Tennis
Diving stunts
Baseball game (played by nation as a whole)
Individual stunts:
  Standing on head for one minute
  Climbing ropes
  Turning cartwheels
  Tumbling stunts

The winners of these challenges score two points and the losers one point for participation.

The social event of the year is the annual League Birthday Party. At this time the nation which has won the greatest number of points throughout the year is given the honor of having their colors put on the large League of Nations banner which hangs in the W. A. A. room. The climax of the evening is reached as the names of the newly elected heads and general leaders of the League are announced. The different nations are free to have as many parties of their own as they wish, and supper meetings provide a medium for discussion, plans and a general get-together. Each nation has a faculty advisor, who offers suggestions and helps in any way possible.

The League song is written to the tune of "Oh We're Going to the Hamburg Show":

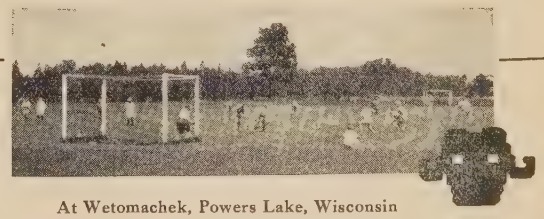
We're the jolly, carefree members of the League,
And we gather on the campus with good cheer;
We engage in all the sports,
Games and contests of all sorts
And make friends that last the whole long year.

With such an infectious spirit, is it any wonder that even the men on the campus inquire wonderingly as to the meaning of all this pep? The editor of the "Cincinnatian" surprised me the other day by remarking the keen spirit of competition and loyalty shown by the girls since the League's inauguration. He was astonished at the great number of girls not generally conceded as the "athletic type" but who, nevertheless, went regularly to the gym to cheer for their team or to play if necessary.

The only qualification for membership is a disposition to do things and to have a good time. The slogan for this energetic group is "Come out for everything"—and they do!

The outstanding facts of the growth and popularity of this type organization are:

1. That sorority dominance in college athletics is done away with.
2. That "athletics-for-all" ceases to be a myth and becomes a reality.
3. That a high degree of sportsmanship is developed.
4. That this "broader horizon" insures activities for all girls, not primarily the few athletes.
5. That the health of the group as a whole has been raised, as seen by a decrease in the number of colds during the year.
6. That it provides a larger scope for social contacts.
7. That the number of girls now reached has been increased to approximately three times that of former years.
8. That, by a unanimous vote of the W. A. A. Board, the class teams, like the sorority teams, have given way to this broader application of the aims of modern physical education.



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Social and Sport Days

DOROTHY SUMPTION
Assistant Professor of Physical Education, Ohio State University

THE TALK given by President Little of the University of Michigan on the subsubject "Extra-mural Competition for Girls and Women" at the annual convention of the Middle West Society of Physical Education last spring aroused a great deal of interest. It awakened us to new thoughts and ideas concerning competition for women, enabling us to fill a new need which has developed beyond that of Intramural competition in sports. As a result, the Department of Physical Education, Women's Division, Ohio State University, decided to conduct an experimental Play Day. On February 2nd we invited one hundred girls from Ohio Wesleyan University, a near-by school, and one hundred girls from Ohio State to participate in a social and sports Play Day. The guests included the student government councils (ten girls each), the Y. W. C. A. boards (ten girls each,) the Women's Athletic Association boards (ten girls each), four class basketball teams, and two indoor baseball teams.

Play Days of various types have been conducted in many schools. Thus far the general characteristics of these Play Days have been similar. They are as follows: A variety of sports have been offered, the play has been for whole schools or large groups representing schools instead of for a few selected players, and in most cases the groups have been broken up into new combinations, the participants being mixed so that players from different schools were on the same color team for the entire day, competing against similar color teams. California was the first state to do much with Play Days. Their trials and successes have shown clearly that there is a method of giving competition to many, with relaxation and fun for all instead of over-exertion for a few. The aim of Play Days in general has been "good sportsmanship for all."

Many types of Play Days have been held within the past two years all over the country in universities, colleges, high schools, and elementary schools. There have been industrial Play Days, community Play Days, water festivals, and ice carnivals, all of these covering a wide variety of activities and involving people of all ages, classes, and interests. In the West the idea of matching school class teams (Freshman versus Freshman, Sophomore versus Sophomore versus Sophomore, etc.) has been tried.

The values to be derived from school Play Days are many. Large groups of students are brought together to participate in various games, this tending to increase their skill and interest. They discover that the game is worth while for the game's sake. In the social contact there is an opportunity for the exchange of ideas and the forming of friendships. A spirit of competition is fostered without rivalry, and a spirit of mutual good will and understanding is developed, this leading to a distinct friendliness between schools.

The fullest enjoyment of athletics comes from competitive games. A few years ago our only competition in colleges was between class teams in perhaps three or four sports during the year. With the development of our programs of Physical Education for women, the intramural activities now embrace many organization and independent teams, as well as individuals. Tournaments are organized in several different activities for each season of the year. In them we have several hundred girls participating in competitive games and realizing the enjoyment from them, a privilege which, not so long ago, was open to only a few, the most skillful players.

With the opportunity of participating in a wide variety of sports throughout the school year, we find that the tendency toward specialization is decreasing. A girl now develops into an all-round player, instead of a star in one sport only.

It has been admitted by many that interscholastic activities have a place in a girls' program when conducted under the supervision of women who have high educational ideals. If we are to have intercollegiate competition it should, I believe, be the climax of intramural competition. All the intensive training which has, in some cases, been concentrated upon a few girls (class teams, perhaps, composed of the already most skillful players in the school) should be spread out upon the mass of students, instruction in

the sport being given to all intramural teams. Thus those of mediocre ability have an opportunity of learning to play the game better, the type of play in the tournaments is improved, and more fun is had by all. If there is a desire for class teams, players can be chosen from all who have participated in the organization tournament. These representative teams can then compete in an interclass tournament, this giving skilled players an opportunity of playing together.

If chosen teams from two or more schools are ever to compete in any type of sport, it seems to me the selection of the teams should be the culmination of the intramural tournament. Never should the selection be made early in the season and intensive training given to the small group. Basing the selection of such teams on the participation of many groups might be a feasible method of solving this problem in interscholastic competition.

President Little's suggestion of having a large number of girls from one school attend another school and compete in sports, dramatics, singing, debating, etc. opens up many possibilities. The fact that large numbers of girls would be brought together in a variety of activities would lessen the emphasis which might be placed upon one interscholastic match, or upon one or two individual stars. The interest would be widespread and the whole group would derive many benefits.

From the standpoint of including a variety of activities, it seems that the spring and fall seasons lend the best opportunities. Outdoor activities offer a greater choice, including many individual sports. A program for spring might consist of baseball games, tennis matches, golf, archery, horseback riding, horse shoes, deck tennis, swimming, and perhaps some other sports. Many girls would then have the opportunity of playing in their chosen sports. There would be no limit as to the number of tennis matches, for instance, but individuals or teams could be matched up against those from the other school. It might be found necessary for some sort of classification to be made so that players would compete against those of like caliber. Such a plan might easily be worked out. As for the matching up of teams, perhaps winning organization teams from the two schools in baseball, for example, might play against each other. That is only a suggestion but might be found to be practical.

Ohio State University has set aside May

(*Concluded on page 42*)

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Natural Activities on Apparatus

J. H. McCULLOCH
Professor of Physical Education, Michigan State Normal College, Ypsilanti

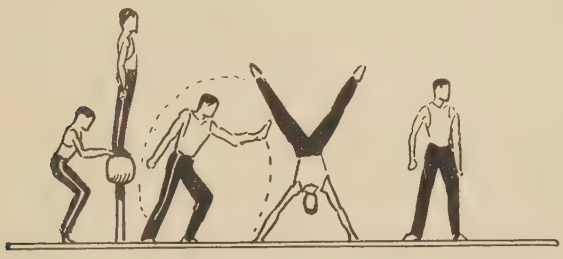
(Continued from March isssue)

EXERCISES ON THE BUCK—SERIES I

The buck may be placed lengthwise or crosswise, and it may be raised or lowered, depending on whether or not you are using a board. Without board. Buck placed sideways.

1. (a) Approach; run and place hands on top of buck.

I·1①



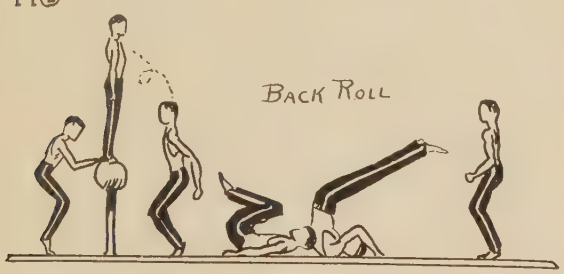
(b) Mount; vault to standing position on top of buck.

(c) Dismount; jump forward to mat.

Vary with any of the following:

Quarter turn R or L, with or without cartwheel.
Half turn R or L, with or without back roll.
Three-quarter turn R or L.
Full turn R or L, with or without front roll, front dive, hand spring or neck spring.

I·1②



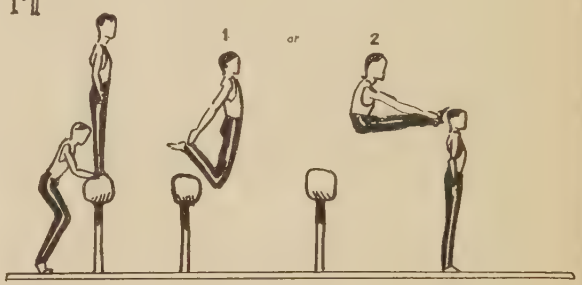
I·1④

2. (a) Approach; run and place hands on top of buck.

(b) Mount vault to standing position on top of buck.

(c) Dismount.

I·1⑤



(1) Flexing legs and touching heels.
(2) Flexing thigh and touching toes.

Vary with quarter or half turns, with or without cartwheels, rolls, dives.

3. (a) Approach; run and place hands on top of buck.

(b) Straddle vault. Spring from floor, abducting legs as body passes over buck.

4. (a) Approach; run, place hands on buck.

(b) Straddle vault with any of following:
(1) Quarter turn R or L.
(2) Half turn R or L.

5. (a) Approach; run and place hands on buck.

(b) Wolf vault R. Spring from floor, flexing left leg, which passes over buck, abducting right leg to side.

Vary with quarter turn L.

6. Wolf Vault L.

Vary with quarter turn R.

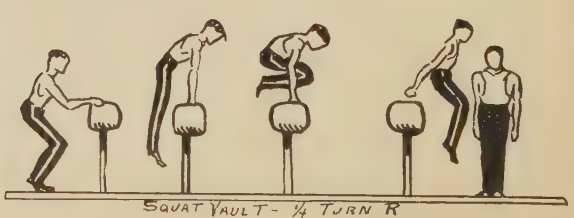
7. (a) Approach; run and place hands on buck.

(b) Squat vault. Spring from floor, flexing both legs, which pass over the buck.

Thrust the body upward with arms as you spring from the floor.

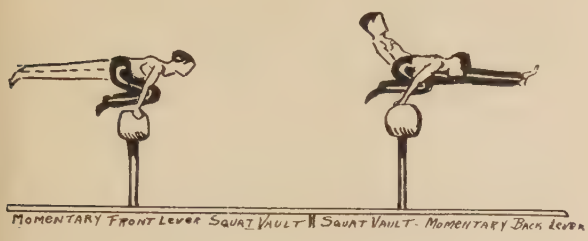
Vary with following:
(1) Quarter turn R or L.
(2) Half turn R or L.
(3) Momentary front lever.
(4) Momentary back lever.

VII



(5) Momentary front and back lever.

I-VII (cont.)

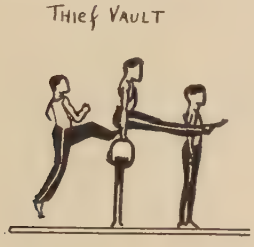


Turns should be made after legs have passed over the buck. Don't pivot on one arm in making turns.

8. Thief Vault.

(a) Approach; run and leap over the buck, taking off either foot and thrusting the other foot straight over the buck. Follow immediately by bringing the take-off foot over the buck and placing hands on top of buck as weight passes over. Bring legs together and arch the back, pushing off with the hands.

I-VIII



(1) Vary by lengthening the take-off.

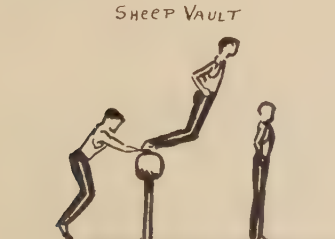
(2) Strive for distance on far side of the buck on the dismount.

9. Sheep Vault.

(a) Approach; run and place hands on buck.

(b) Vault over the buck, thrusting the body up-

I-IX



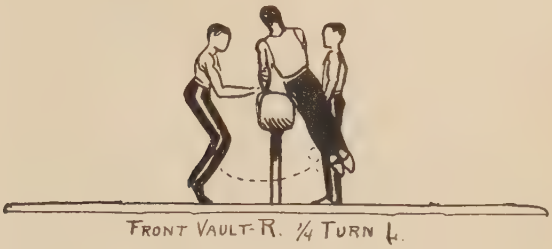
ward and flexing the legs, keeping thighs extended.

10. (a) Approach; run and place hands on buck.

(b) Back straddle vault. Spring from floor, making half turn R or L so that back of body passes over the buck first.

11. (a) Approach; run and place hands on buck.

I-X



(b) Front vault R. Spring from floor, making quarter turn so that front of body faces the buck. Vary with quarter turn L.

12. Front vault L. Vary with quarter turn R.

13. (a) Approach; run and place hands on buck.

(b) Rear vault R. Spring from floor, making quarter turn so that the rear of the body passes over the buck, flexing thighs.

Vary with quarter or half turn R.

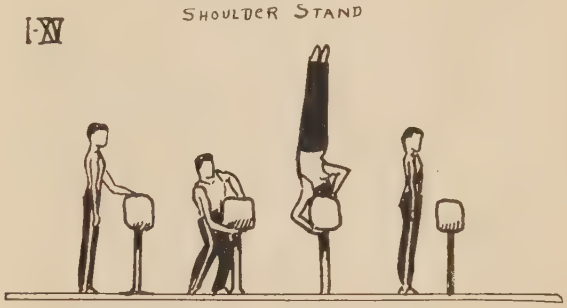
14. Rear vault L.

Vary with quarter or half turn L.

15. Shoulder Stand.

Place left hand on top of buck. Grasp under side of buck with right hand. Place right shoulder

I-XV

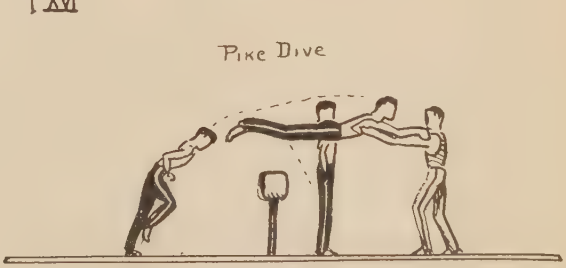


on buck and spring from the floor extending legs upward, holding position momentarily.

16. Pike Dive.

Run and spring from floor, diving over buck, extending arms and grasping shoulders of safety

I-XVI



man, who stands on far side of apparatus and assists by placing the palms of his hands on chest of

(*Concluded on page 46*)

All Out for Track

J. C. LEWIS
Director of Intramurals and Assistant Track Coach, Nebraska University

THROUGH the combined efforts of the Athletic and Military departments of the University of Nebraska, inter-company indoor track and field championships are staged each winter. This meet, extending over a period of three weeks, has proven to be a very successful feature of the winter intramural program. Each of the 1,400 members of the Reserve Officers Traing Corps, wearing their regulation military uniform, take part in track athletics during part of a three-hour drill period each week for three weeks.

At the start of the meet each man is given a pocket size card which may be folded in the center so as to make four pages. This printed card carries the rules of the meet, records and blanks for contestants' names, name of company and like information. One page is so arranged that each event is listed near the margin with a space for each performance mark made by the contestant and a blank space on the very edge of the card is left open for scoring points, thus making it easy to compute company totals with very little handling of cards. Another page is devoted to the high school athletic history of the competitor, this information being valuable to the various varsity coaches and the Intramural Department after the meet is over.

An individual scoring system is used similar to that generally found in all-around track championships. A thousand points are scored by the contestant who makes a "perfect performance" in any event. The perfect performance represents a possible mark but one that will not be reached unless the competitor is a star in the event. In the 50-yard dash 5.4 seconds scores 1,000 points, and each tenth of a second over that is worth 30 points less. In the 50-yard low hurdles each tenth of a second represents 30 points and 6.2 seconds scores 1,000 points. In the 256-yard run, which is a lap on the indoor track, a perfect performance is 33 seconds and each tenth of a second subtracts or adds 15 points. The high jump has 5 feet 3 inches as a mark for 1,000 points, with each inch under counting off 40 points. In the broad jump 10 feet 9 inches gives 10 points and each inch above adds 10 points until the perfect pump of 19 feet is reached. A put of 39 feet 11 inches gives the contestant 1,000 points in the shot, with each inch less cutting off 4 points. These scales are faulty, to some

R. O. T. C. RECORDS MADE IN 1928

50-yard Dash, 6.2 Sec.

A. A. Becker	Co. B	R. T. Abernathy	Co. K
C. N. Mouse	Co. C	A. B. Grissinger	Co. K
E. C. Ragains	Co. E	C. Halsted	Co. L
C. Sloan	Co. G	C. Bailey	Co. M

35-yard High Hurdles, 4.7 Sec.

E. C. Ragains	Co. E	J. R. Pierson	Co. E

50-yard Low Hurdles, 6.8 Sec.

E. C. Ragains	Co. E

High Jump, 5 ft. 3 in.

J. S. Pierce	Co. B	H .F. Gabrilson	Co. H
Edw. Eisenhart	Co. B	G. McRae	Co. H

Broad Jump, 19 ft.	C. T. Tomson	Co. I
Pole Vault, 10 ft. 3 in.	W. W. Ossian	Co. M
30 lb. Weight, 37 ft. 4 in.	C. C. Hurd	Co. M
16 lb. Shot, 37 ft. 3 in.	C. C. Hurd	Co. M
256-yard Run, 31.9 Sec.	E. Wyatt	Co. L

INTER-COMPANY TRACK AND FIELD CHAMPIONS

Sponsored by the Military and Athletic Departments of the University of Nebraska

Attendance Check....

.....
Last name First Initial

Telephone..... Lincoln address.....

Age..... Height..... Weight.....

High School Attended.....

Fraternity .....

Are there any reasons why you should not take part in Inramural Athletics?

.....

.....

.....College Class.....

Front of Card (The card folds in center to make pocket size)

degree, due to the fact that the average fellow will score much better in some events than others, but this does not make any real difference. The average performance is about 7 seconds in the 50-yard dash; 4 feet 2 inches in the high jump; 23 feet in the shot; for the 256-yard run 37 seconds; for the 50-yard low hurdles 8.9 seconds; and for the broad jump about 14 feet 6 inches. Company scores are reached in each event and for the entire meet by establishing an average in each event and adding for the total of all events.

Benefits from such a meet are many. From the viewpoint of the military authorities at Nebraska it is an aid in the development of company spirit, which is essential to successful preparation for the annual competitive drill in the spring. Rigorous winter weather with lack of suitable space for indoor drill leaves the army officers and 1,400 men in classrooms with the problem of maintaining interest in an activity that is primarily outdoor, most of the indoor work having been taken care of during the occasional rainy days in the fall. Since the meet comes in January, the army men are willing to donate the time and give aid in putting the men through the competition, as they feel that the boost in company spirit will overbalance what is lost in time from the classroom.

From an intramural point of view the meet is ideal, since it includes over half of the men in the university and makes no distinction between fraternity men and "barbs."

From the standpoint of the track coach, Henry F. Schulte, such an arrangement is a rare opportunity. He is given a chance to see every prospect in his institution competing in a number of events just before the track season opens. He sees every able-bodied freshman and second year man in the university, and he systematically, by the use of the record cards, gets in touch with every likely prospect just before the track season opens, which is a psychological time.

Another element entering into the benefits of the meet may be classed as educational. The average lad, with no track experience, who has gone to a track meet and watched

Track	Boxing	Swimming	Golf	Football

Read over the list of sports on the margin. Make one line in ink on the margin over any sport in which you would like to participate if your company has a team. Make two lines over any sport in which you have had experience. In what sports did you make letters in high school and how many times?.....

.....

What do you consider your best sport?.....

How far con you kick a football?.....Pass?.....

Dropkick?..... Best time for 100 yards?.....

A mile?.....440?.....What is your best previous mark in the Shot?..... Discus?.....

High Jump?.....Broad Jump?.....Javelin?.....

Base Ball	Wrestling	Rifle Shooting	Basket Ball

Hare & Hound | Volley Ball | Horseshoes | Track | Tennis | Golf | Handball

Points	Points	Points
16 lb. SHOT PUT	BROAD JUMP	50 yd. DASH
1. 2.	1. 2.	
Distance	Distance	Time

Rules: Every contestant must wear regulation military uniform. Blouse may be removed if desired. Every man must take part in each event unless excused by officer in charge for the day, who will initial the event from which he is excused. After your marks are recorded go to the clerk and have your points entered on your card. Two trials will be given in each field event and one in each running event. The eight fastest men in the lap will run for the company in the Intramural Carnival January 25th in the Coliseum. Turn this card in after you have competed each day.

256 yd. RUN	50 yd. L. Hurdles	HIGH JUMP	
Time	Time		
Points	Points	Ht.	Points

Reverse of Card

Following is a sample group of records taken from the card of a representative contestant:

16 lb. Shot Put— 32 ft. 7 in; 34 ft. 1 in. (720 points)

Broad Jump—15 ft.; 16 ft. 7 in. (710 points)

50-yard Dash—6.6 sec. (640 points)

256-yard Run—35.6 sec. (610 points)

50-yard Low Hurdles—8.2 sec. (400 points)

High Jump—4 ft. 9 in. (760 points)

Tabs of paper may be attached to the upper edge of cards to designate men of possible varsity caliber. Using different colored tabs for the various sports makes it very convenient for the coach to pick out cards of prospects in his sport from the files.

the shot being thrown forty-five feet, leaves with an idea that he can throw it about forty feet since the other fellow has thrown it with such apparent ease, but once he has tried and made a put of twenty-three feet, which is the average mark at Nebraska, he has added to his general knowledge and has developed some appreciation of track performance. And again when he finds that he cannot clear a high hurdle with a high jumper's form he is filled with awe when he sees a flight go in fifteen seconds, realizing, as he must, that

(*Concluded on page* 40)

UNIVERSITY *of* CINCINNATI

SUMMER SESSION *of* 1929

COURSES IN HEALTH AND PHYSICAL EDUCATION

June 22 - July 30

FACULTY INCLUDES Clifford Brownell, Director of Physical Education, State of Ohio; Ethel Perrin, American Child Health Association; L. B. Chenoweth, Professor of Hygiene, University of Cincinnati; Helen L. Coops, Assistant Professor of Physical Education, University of Cincinnati; Dorothy Davies, Instructor in Physical Education, Washington University, St. Louis, Missouri.

COURSES AS FOLLOWS: The School Health Program—elementary education, Mr. Brownell; secondary education, Miss Perrin; college education, Miss Coops. Principles of Modern Physical Education—Mr. Brownell, Miss Perrin, Miss Coops. Public Hygiene; Personal Hygiene—Mr. Chenoweth. Creative Dancing; Music in Relation to the Dance—Miss Coops. Theory and Practice in Swimming—Miss Davies.

COMPLETE UNIVERSITY FACILITIES. 134 courses in Liberal Arts and Education, with faculty of 72. Second term, July 30-August 31. Campus on hill-top site at beginning of mile-long park. Recreation of highest type. National League baseball; grand opera nightly; other attractions typical of a great city.

For bulletin address DEAN L. A. PECHSTEIN, Director,

University of Cincinnati, Cincinnati, Ohio

Physiotherapy in a School for Crippled Children

(*Concluded from page* 17)

It seems to me that when we are able to make people realize that there is a difference between physiotherapy and physical education, we will be helping not only physiotherapy but physical education as well.

No one will question the value of physiotherapy and the need for a physiotherapist in large schools for crippled children, such as the Leland. In the small schools we sometimes face quite a different problem. We have under our supervision two smaller schools for crippled children, branches of the Leland School, with enrollments of 60 and 70 respectively. The former has three cases under treatment in the school clinic and the latter seventeen, showing that even in a school of 60 crippled children the need for physiotherapy varies.

We must remember that not all crippled children require physiotherapy, for this science is only of value in certain conditions, and there are many crippling conditions which do not indicate treatment of this kind.

Plato on Physical Education

(*Concluded from page* 9)

and of the pancratium, he says, are always exercised so as to be able to give and to avoid every kind of blow on both sides, so as not to be caught unawares when the adversary, brusquely changing his hold, forces him to give or avoid from his left side. The same thing may also be observed in fencing, and in all other kinds of struggle, with or without arms; for the man who can make equal use of his two hands possesses double arms, both for the offensive and for the defensive. It may be noted here that the equal use of the two hands, with or without arms, and the quick change from parry, or from thrust, was considered by the Greeks from the time of Homer as a quality of the first order for every warrior of more than average fame. Hector, a little before his duel with Ajax, says to him, thus vaunting: "I am equally skilled with the right and left hands to deliver or to parry any kind of blow, which is in my opinion the greatest difficulty in the matter of arms" Homer - Illiad, VIII, 236).

(*Concluded in next issue*)

GENERAL SUGGESTIONS TO PHYSICAL EDUCATION TEACHERS

1. Keep in mind the objectives of Physical Education.
2. Emphasize character and sportsmanship values.
3. Do not tolerate profanity, cheating or bullying.
4. Plan a yearly, seasonal, monthly and daily program.
5. Keep a record of activities taught each month.
6. Save indoor activities for use on days of inclement weather.
7. Correlate the activities with other school subjects.
8. Select and adapt activities for the physically handicapped pupils.
9. Guard from over-exertion the child who returns to school following an absence due to illness.
10. Do not let any child over-strain.
11. Teach children how to use apparatus properly.
12. Teach children to await their turn when using apparatus.
13. Be resourceful in adapting games to prevailing conditions.
14. Vary the size of the playing space if necessary.
15. Assign to each game the smallest number necessary to make it a success.
16. Increase the number of runners and chasers or balls in a game if conditions warrant.
17. Watch closely for waning interest.
18. When interest wanes change to a new game.
19. Know the game yourself before you attempt to teach it.
20. Make explanations as simple and concise as possible. Lengthy explanations create rapid loss of interest.
21. Remember that children want action.
22. As little time as possible should be used in getting ready to play a game.
23. Teach children to play (as a rule) without coats and sweaters and to wear shoes with low, broad heels.
24. Do not permit certain children to monopolize the game.
25. Play with the children at every opportunity.
26. Once rules are established for a given condition, they should be observed.
27. When officiating, make quick, accurate and just decisions.
28. Impress upon children that decisions rendered by officials are final and are to be accepted cheerfully and courteously.
29. Children should be assigned to and be held responsible for the duties of officiating, scoring, timing, etc.
30. Have crippled or disabled children learn the rules of games.
31. Children who have been retarded in school because of language difficulties or for other causes should be assigned to play with groups of children of their own age or size.
32. Children who have been retarded in school be- and absolute attention.
33. Use pupil leaders whenever possible.
34. Have pupil leaders responsible for care of game equipment.
35. Have all necessary equipment ready before beginning a game.
36. Stuff old casings with straw, paper or rags and use in relays, etc.
37. Always have whistles available for use.
39. When the whistle is blown, demand immediate
38. Blow the whistle only when necessary.

and absolute attention.

40. Whistles should be kept in an antiseptic solution when not in use.
41. Remember that play outdoors, when possible, is preferable to that indoors.
42. When playing indoors have windows opened and have children remove extra wraps.
43. Use initiative in adapting activities for use during relief periods.
44. As a rule have separate groups for boys and girls for grades five and above, but occasionally combine them.
45. Whenever possible, arrange competing teams so they are nearly equal in strength and skill.
46. Designate team membership by using color bands or other distinguishing emblems.
47. In the upper grades, discuss rules of games with children and give written tests on rules.
48. Have children keep a "game notebook" including in it the rules of games as given by the teacher.
49. Do not allow long distance running under competition for elementary pupils.
50. Do not use individual races over seventy-five yards as contests.
51. Girls should not compete for records in the high and broad jumps.
52. Do not permit "American football" as a game in the elementary school.
53. Know that it is doubtful whether interscholastic championships for elementary schools are of much value.
54. Plan semi-annual Play Days or demonstrations of the different phases of your program.

An extract from the Manual of Physical Education Activities for Elementary Schools of the State of California. This manual is now being printed.

Summer School in Camp

At Elkhart Lake, Wis.

JULY 1 to AUGUST 3, 1929

Courses in Physical Education

DIPLOMA GIVEN FOR SUMMER WORK

Write For Illustrated Program

Normal College of the American Gymnasium Union

423 East Michigan St., Indianapolis, Ind.

All Out for Track

(*Concluded from page 37*)

the winner is running faster than he himself can sprint and also clearing ten hurdles. This lad "knows what it is all about," and usually he becomes a real track fan.

Details for officiating such a meet are worked out so as to keep the events running smoothly. Two men compete at a time in the running events. A tenth second two-hand timer is used. In close races the time of the first man is taken and the second estimated. When there is a margin of difference both times are taken. In the shot, general track rules are followed, but in the broad jump the actual jump is measured regardless of fouls since the contestants do not have time to work out their steps, and can only do their best when they run without trying to hit the take-off board exactly. The quickest way to handle the high jumpers is to start at a low height with no special order of jumping. Every man who jumps the bar joins one group and those who miss are placed in another. After the entire company has jumped a second trial is given to those who missed, and again a third before the bar is raised to a greater height. Contestants carry their record cards and have entries made every time they compete in an event. At the end of each day the cards are collected so that company scores can be estimated.

The meet is popular with the students. When possible old experienced track men give pointers and illustrate form to the novice performers, and help to keep them busy. The men who finish early or who have to wait for their turn in the events of the day are as a rule found in groups working on events not on that day's program.

In 1928 the 50-yard dash, 50-yard low hurdles, 256-yard run, 35-yard high hurdles, pole vault, high jump, 35-pound weight, 16-pound shot, and broad jump were on the program of events. This year the weight, pole vault and high hurdles were eliminated to give more time for other events. The 35-pound weight is not standard in track programs; very few men can vault at all even at a very low height; and only about half of them can jump over a high hurdle, so these events were dropped without detracting any from the interest in the others.

For those who wish to build track interest it is well to remember that you must educate the fellow who sits in the stands as well as the fellow who competes, and that actual practice is second to no other method of creating interest in athletic activity. A meet of this nature can play a large part in making one of the greatest sports more popular.

Common Complaints of Parents

(*Concluded from page 11*)

ists in some quarters, we should be all the more alert to secure our complete acceptance within the fold.

Not long ago a gentleman of the old school type was witnessing a physical education class. He complained rather bitterly about the misuse of English on the part of the pupils and more especially about the discourtesy shown by members of the class in games. No doubt he had just cause for complaint and one can hardly blame him for believing that this particular physical education instructor had little regard of things of cultural value. While the instructor in charge might have been doing a good job in the development of motor skills, his educational vision was very short. If we are to be thought of as real educators we must be concerned with the child from the collar button up as well as from the collar button down.

In conclusion, it is the earnest hope of the writer that this brief treatise will not be considered as a scolding measure. It is not so intended. Rather, the purpose has been to mention the complaints of parents as a warning and to present a few suggestions which may be of value in avoiding them.

From the illustrations given in this paper it would seem that certain general principles could be summarized somewhat as follows:

1. Physical education teachers must be solicitous about the welfare of all pupils. The coach-minded individual who regards his efforts with a small group of pupils as the most important consideration must be supplanted by a different type.
2. Physical education teachers must be trained so that they will not lose themselves so far in the technique of teaching that they fail to apply good judgment. Particularly is this true in such important features as the organization of pupils for participating efficiently in class activities and a well organized routine for the control of locker and shower facilities.
3. Physical education teachers must make an effort to assume some leadership in school, faculty, and community affairs.

Gym Lockers Co-ordination

THE gymnasium and locker room combine to form the physical department. Co-ordination means efficiency. Greatest efficiency is obtained when these two units are planned and equipped as one. This is a service offered by the Medart Organization. Makers of both gymnasium apparatus and steel lockers, Medart has fifty-six years of experience on the physical side of education. The Medart experience and the Medart Engineering Service are offered to interested institutions without obligations. Send for the Medart Catalog of gymnasium apparatus and steel lockers.

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GIANT MANUFACTURING CO.

Box 300

Council Bluffs, Ia. **Trenton, N. J.**

Preliminary Arrangements for Care of Officials and Visiting Teams

(*Concluded from page* 29)

rival at the gymnasium. There he shows them where to dress.

Whenever possible provide the officials with a separate dressing room. They appreciate the privacy, the chance to get acquainted with each other, and the chance to be away from the teams at this time when confidential instructions are being issued.

After the student manager gets the officials located in their dressing quarters, he then checks their valuables and produces the necessary whistles, watches, pencils, cards for substitutions and time out, game ball, yard chains, etc. He is instructed to go on the field and stay with the officials until they are ready to leave. He now advises them where to go to get their fee.

As director, I make it a point to pay all officials personally and to talk with them after the game. In fact I get a lot of inspiration, fun, and education out of my job as host to visiting teams and officials, and this helps to offset the worry and hours of hard work that are so necessary in keeping the machinery of our organization going.

To Dip Or Not To Dip

(*Concluded from page* 13)

the water gradually or to throw and rub water over the body before plunging. It is said that the Indians used to massage the pit of the stomach with hands moving in clockwise direction, in accordance with the direction of the flow in the ascending and descending colon. This was done first with dry hands then with cold water. They also used to wet the head before entering the water.

4. The dip or plunge should be brief and followed by a brisk towel rub. It should not be interpreted as a swim.

5. The dip should be omitted on cold and rainy mornings.

6. Individuals who react poorly should not be permitted to take it.

Most of us in the past have insisted that the quick jump or dive is the best entry. Under certain conditions, this method may be very harmful.

When followed by a good reaction, the plunge may serve as a powerful tonic. The appetite may be sharpened, digestion and elimination improved and tissue change produced. Whether or not the kidneys are likely to be injured remains a question, only to be answered by continued observation and careful experimentation. Though not considered a direct cause of nephritis, there are many authors who believe that exposure of the skin to cold is a predisposing cause.

In conclusion, there is a growing feeling among people in the field of physical education that the morning dip has its disadvantages as well as its advantages and should therefore be the subject of careful study by camp directors in general.

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Social and Sport Days

(*Concluded from page* 33)

18th as Michigan Day in the hope that the University of Michigan will find it possible to come to Columbus for a social and sports day which may determine further the values of such an intermingling of women students.

O'Shea Honor Sweaters

Teams Ask for Them

A Proof of Quality

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FIELD HOCKEY AND SPORTS CAMP

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University of California Los Angeles, Calif.

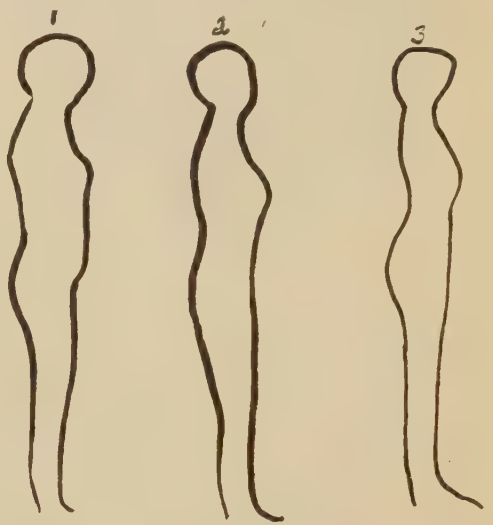
A Program in Physical Education

(*Concluded from page* 15)

nastic classes. There are five such classes each day, enrolling 64 girls. Records of the pupils' progress are made by means of photographs and shadowgraphs. The girls' spines are marked with an ordinary lipstick and the photograph taken by a member of the school Photo Club. Any lateral curvature is recorded in this way. Posture defects are traced by means of a home made Schematograph. At the end of the term both processes are repeated and improvement may be noted. The exercises for each case of lateral curvature are tried first while the pupil's spine is marked. Thus the instructor is able to note the effect of each exercise and to eliminate any that do not produce the desired results. All cases are given regular posture training and self correction as well as individual exercises. In addition to these cases any girls who are not able to participate in the regular gymnasium work may receive any individual instruction the doctor recommends. In this group we have heart defects, extreme cases of malnourishment, recent appendectomies, fractures, or foot defects.

The corrective work is done in a small room formerly used for gymnasium apparatus. It is equipped with three sections of stall bars and benches, one horizontal bar, iron and wooden wands, six mats and a full length mirror loaned by the sewing department. The girls come for exercises two, three, or four periods a week. Shoes are removed, but otherwise exercises are taken in ordinary street clothing. A comparison of silhouettes last year and this year shows marked improvements taking place.

Last spring, Mr. Edward Mathews, formerly of Antioch College, conducted an experiment in two Cleveland Schools, of which



First picture before taking corrective gymnastics; Second picture September, 1928*; Third picture January,* 1929.

Thomas Jefferson was one. After several informal talks to the gymnasium classes about good feet and their relation to health and beauty, a cursory examination was made. Any girls who were interested had their feet rated and plaster casts made. Most of these girls are still wearing the shoes developed by Mr. Mathews, and a comparison of their feet today and the casts made last spring is very favorable. The worst cases of foot defects have been receiving corrective exercises in the special classes.

An appropriation has been made to provide for more work of this nature in other schools throughout the city next year.

This health unit, which I have described, is similar to the health work done in other buildings in Cleveland. But the physical facilities of our building, combined with the co-operation of the other teachers in the building, have made possible a more highly organized health program than most schools are able to achieve.

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Hon. Herbert Hoover recently said: "The ideal to which we should drive is that there should be no child in America that ever suffers from undernutrition and that does not receive primary instruction in the elements of hygiene and good health."

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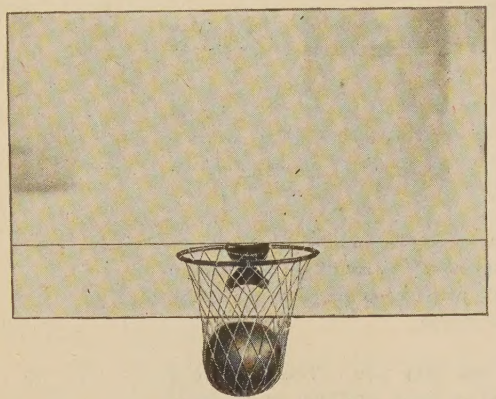

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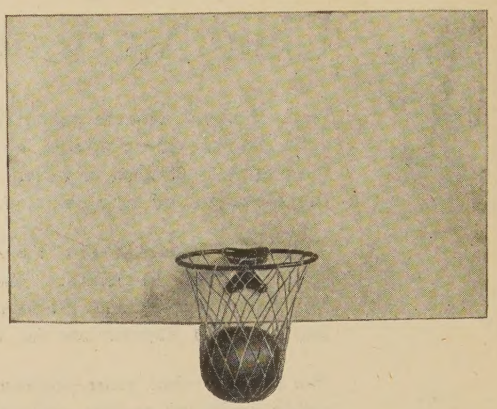

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Natural Activities on Apparatus

(*Concluded from page 35*)

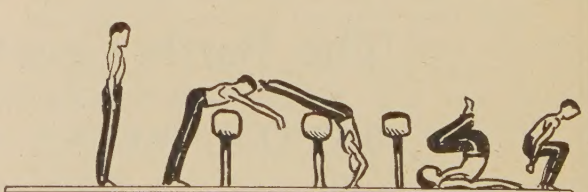
the performer. Fingers are under armpit of performer.

17. Plain front dive.

This may be practiced by dragging thighs across buck until the individual can execute it cleanly. In diving, get the hands on the mat, bend the head so that the back of head and neck touch the mat. The back should be kept rounded, so that you roll from neck to hips; knees are bent, enabling you to roll up on feet. Care should be taken not to let the legs drag, as it results in body doubling up like a jack-knife and forces the knees into the face. Another common mistake is to fail to roll from neck, which lets the individual strike flat on the back.

[XVII

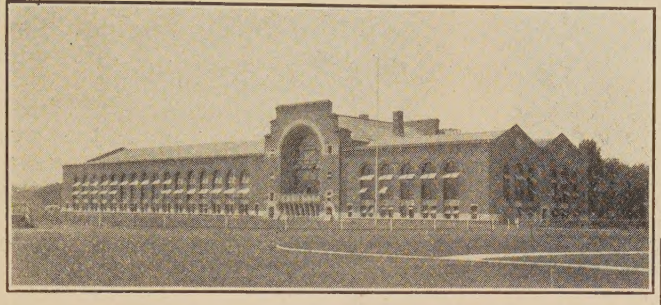
FRONT DIVE



(*To be continued in next issue.*)

YOST

University *of* Michigan
Summer School *for* Coaches
JUNE 24 — AUGUST 2



Michigan's Intramural Sports Building, equipped with handball courts, squash courts, gymnasiums, and swimming pool, which will serve as the center of the activities of the Summer School for Coaches.

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The High School Championship Pentathlon

(*Concluded from page* 28)

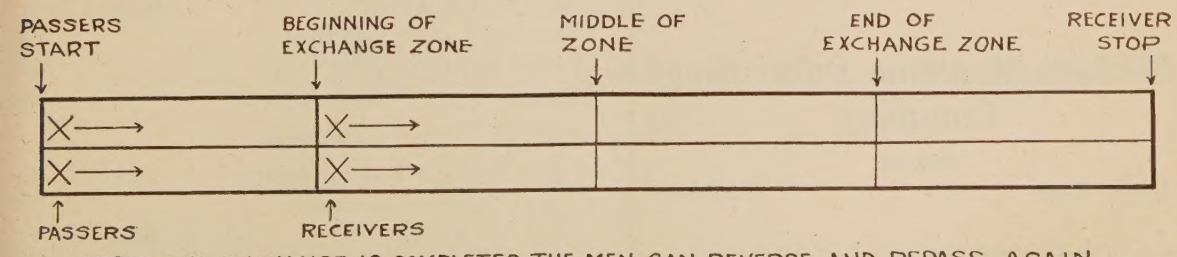
fectiveness. I am confident that this plan, if carried out as outlined, will be found very helpful in uncovering and developing new material in the various track and field events, and it certainly does prove effective in keeping the boys interested.

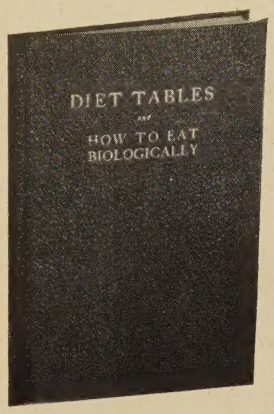
Keeping a large squad of boys interested and in training is also of great importance in the development of successful relay teams, probably the most interesting and spectacular events on the track program. Unquestionably, in the sprint relays, too much attention cannot be given to baton practice.

Many coaches, in practicing for relay races, distribute their runners around the track in a more or less haphazard manner and start them exchanging a baton. Better results are obtained if lanes are marked off for the boys and if the exact exchange zones, that is the space in which they must exchange the baton, are indicated by lines.

The coach is thus enabled to see their mistakes, give them advice about pace, etc., because the exchanges are all made within his range of vision.

At the same time the boys become accustomed to exchanging the baton in the required distance and, more than that, they have the thrill of having a team mate at their heels. A situation which is so similar to actual relay competition is obviously desirable in familiarizing the boys with the intricacies of this exciting event.





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Combining Health and Physical Education with Athletic Coaching

(*Concluded from page 23*)

es a keener interest among the ones that are not capable of representing the school on teams. It also uncovers very valuable material for your major athletic teams, material that would otherwise be overlooked. From the mass you can pick the best, but you cannot pick the best from your school unless you see the mass.

A director of physical education and head coach, as I am in this case, is always in direct contact with the student body and can build up quite a reserve strength in his future teams, and at the same time benefit the entire system that is under his supervision.

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